



Big Ben

Big Ben

It is known by
what has the bell?
It is three times
bigger than a car.

What is Big Ben?

Big Ben is an enormous bell in the Elizabeth Tower in London. This bell is believed to weigh over 13 tonnes, is over two meters tall and almost three metres wide - that's the equivalent to two elephants!

It is the bell that is named Big Ben, opposed to the tower itself, because of its weight and size. On the top of the tower, there is a clock that is known for its accuracy. Tourists come from all over the world to appreciate its structure. You will find Big Ben in the Elizabeth Tower, to the North of the Houses of Parliament in Westminster, London.

Where did Big Ben get its name?

It is not truly known how Big Ben got its name. However, some speculate that Big Ben got its name from Sir Benjamin Hall, who oversaw the building of the tower. However, another theory suggests that the building got its name from a long clapper named Big Ben, because of the large size of the bell.

Who built it?

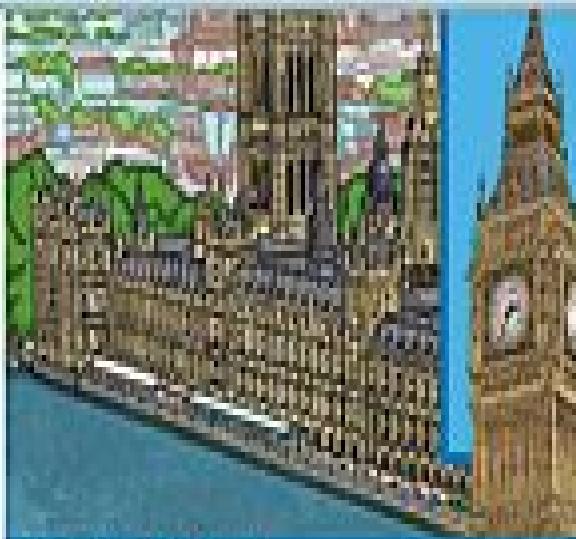
In 1856, a huge fire started in the Palace of Westminster, leaving a trail of destruction behind. After this, it was decided that the tower would be built to the base of the tower, there would be a clock face and inside of the tower, a bell would be housed, the same bell being as Big Ben. The bell was cast by Ben and William Mears, the two brothers. The two brothers completed the bell in 1859. The bell first rang in May 1859 but in September 1859 it cracked and a lighter hammer was placed inside of it.



Elizabeth Tower
in Elizabeth's

Big
Ben
is enormous

Big
Ben



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Reading Comprehension This Week Tutorial

Huangqi Zhang

Reading Comprehension This Week Tutorial:

Developing Reading Comprehension Paula J. Clarke, Emma Truelove, Charles Hulme, Margaret J. Snowling, 2013-09-24
Developing Reading Comprehension In recent years the debate about teaching young children to read has tended to focus upon equipping them with the crucially important knowledge and skills they need to read words accurately in and out of context that is to say teaching them how the alphabet works for reading and spelling While such knowledge and skills are essential more is required for children to become literate fluent readers who understand what they read In short the goal of reading is comprehension This book scrupulously examines the obstacles to reading comprehension and exemplifies what can be done to help children overcome them It is an important and timely contribution to securing high quality teaching of the range of attributes children need to become fully fledged readers Sir Jim Rose CBE The studies by Professors Charles Hulme and Maggie Snowling and their team over two decades based around the Reading Intervention Programme are the most sustained comprehensive and rigorous research series on reading yet conducted in the UK Their increasing focus on children who experience the most difficulty in reading is exactly where attention should be directed This volume summarises the team's achievements to date and is most eagerly awaited Greg Brooks Emeritus Professor of Education University of Sheffield Member of European High Level Group of Experts on Literacy Developing Reading Comprehension presents a landmark study from the top research team in the UK on how to improve reading comprehension It's an exemplary masters level textbook written with undergraduate level lucidity and approachability Colin Harrison Emeritus Professor of Literacy Studies in Education University of Nottingham A significant minority of children aged 7-11 despite being able to read fluently and accurately have difficulty extracting meaning from text This detailed guide offers three evidence based intervention programmes drawn from the cutting edge of educational psychology for improving the reading skills of children in this group It includes a definitive introduction to the characteristics of the poor comprehender profile and explains how to monitor and assess students' experiences and learning outcomes With invaluable strategies for teachers psychologists and special educational needs coordinators the book will help professionals to support learners in their efforts to explore the full richness of language and to read with real understanding

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Lifelong Learning, 1984 **Texas Tech Journal of Education** Texas Tech University, 1980

Introductory Guide for Implementing and Evaluating Volunteer Reading Tutoring Programs Sally L. Bond, 2002

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Committees And Commissions In India Vol. 4 : 1960-61 Virendra Kumar, 1976

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Learning in Individual and Small Group Settings Noreen M. Webb, 1977 The present study compared learning in individual and small group settings accounting for differences between conditions as

partly a function of student ability and group process The following questions were examined 1 How does the individual s achievement when learning in a group differ from that student s achievement when learning alone 2 How do ability level of a group and the range of ability in the group influence learning and 3 What aspects of group interaction account for any difference between an individual s learning in a group and learning when alone **Scott Foresman Reading** ,2004

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