

SPIT NOLAN

Spit Nolan was a pal of mine. He was a thin lad with a bony face that was always pale, except for two rosy spots on his cheekbones. He had quick brown eyes; short, wiry hair, rather stooped shoulders, and we all knew that he had only one lung. He'd had a disease, which in those days couldn't be cured, unless you went away to Switzerland, which Spit certainly couldn't afford. He wasn't sorry for himself in any way, and in fact we envied him, because he never had to go to school.

Spit was the champion trolley-rider of Cotton Pocket; that was the district in which we lived. He had a very good balance, and sharp wits, and he was very brave, so that these qualities, when added to his skill as a rider, meant that no other boy could ever beat Spit on a trolley – and every lad had one.

Our trolleys were simple vehicles for getting a good ride downhill at a fast speed. To make one you had to get a stout piece of wood about five feet in length and eighteen inches wide. Then you needed four wheels, preferably two pairs: large ones for the back and smaller ones for the front. However, since we bought our wheels from the scrapyards, most trolleys had four odd wheels. Now you had to get a poker and put it in the fire until it was red hot, and then burn a hole through the wood at the front. Usually it would take three or four attempts to get the hole bored through. Through this hole you fitted the giant nut-and-bolt, which acted as a swivel for the steering. Fastened to the nut was a strip of wood, on to which the front axle was secured with bent nails. A piece of rope tied to each end of the axle served for steering.

Then a knob of margarine had to be slanced out of the kitchen to grease the wheels and bearings. Next you had to paint a name on it: *Invincible* or *Dreadnought*, though it might be a motto *Death before Dishonour* or *Labour and Wait*. That done, you then stuck your chest out, opened the back gate, and wheeled your trolley out to face the critical eyes of the world.

Spit spent most mornings trying out new speed gadgets on his trolley, or searching Enty's scrapyards for good wheels. Afterwards he would go off and have a spin down Cemetery Brew. This was a very steep road that led to the cemetery, and it was very popular with trolley-drivers as it was the only macadamized hill for miles around, all the others being cobblestones for horse traffic. Spit used to lie in wait for a coal-cart or other horse-drawn vehicle, and then he would hitch *Egdam* to the back to take it up the brew. *Egdam* was a name in memory of a girl called Madge, whom he had once met at Southport Sanatorium, where he had spent three happy weeks. Only I knew the meaning of it, for he had reversed the letters of her name to keep his love a secret.

Spit Nolan Story

AW Chickering



Spit Nolan Story:

Spit Nolan Bill Naughton,1991 Coping with Special Needs Geof Sewell,2018-09-03 First published in 1986 Following the Warnock report schools attempted to integrate the teaching of children with special needs into ordinary classrooms Many teachers had no experience of teaching children with special needs and the new developments were likely to pose a substantial challenge This book provides a guidance for inexperienced especially new teachers in how to teach children with special needs in ordinary classrooms An important feature of the book is realism the book grows out of the author s own experiences and research The author describes what really happens and bases his suggestions on practices which are likely to bring results Ricky, Karim and Spit Nolan Bill Naughton,Pratima Mitchell,Jenny Alexander,2003 Ricky Karim and Spit Nolan is an adventure themed access short story collection by Bull Naughton Pratima Mitchell and Jenny Alexander for Year 5 P6 for guided and independant reading This book is part of Streetwise *Portraits from Paris* Gavin

Cologne-Brookes,2025-05 Written between 2019 and 2024 *Portraits from Paris* is a novelized memoir of a boarding school childhood in 1970s England interspersed with journalistic sketches of cities as diverse as Montevideo Kolkata and Moscow that draw from the travel studded years between school and the author s move to France Along the way Gavin Cologne Brookes reflects on historic events ranging from Brexit the COVID 19 pandemic and the Russian invasion of Ukraine to the death of the queen the restoration of Notre Dame and the Paris Olympics Binding the personal and political together is an oil painter s rendering of his creative evolution building with careful brushwork upon the tints of the craft s discovery in adolescence to arrive at the nuanced hues of artistic maturity *Writing Under Control* Judith Graham,Alison

Kelly,2013-01-11 Now in its third edition and reflecting changes in the Primary National Strategy this best selling textbook introduces primary teachers to key issues in the teaching of writing Strongly rooted in classroom practice the book includes the history theory and practice of teaching writing children writing in and out of school EAL and gender issues in writing the development of writing across the years of the primary school planning classroom routines and organising resources balancing the composition and transcription elements in writing monitoring and assessing writing meeting individual needs managing specific learning difficulties in writing such as dyslexia With its companion *Reading under Control* also in its third edition this book provides undergraduate and postgraduate teachers with comprehensive guidance for the teaching of literacy **Classroom Skills in English Teaching** Colin Peacock,2017-11-28 Originally published in 1990 This practical guide to the basic skills of teaching and class management will help both experience and beginning teachers to identify and evaluate their classroom skills Suitable for teaching programmes at all levels the book covers goal setting the directive discursive problem solving and activity modes of teaching and the skills of explaining and effective questioning

Redefining English for the More Able Ian Warwick,Ray Speakman,2018-04-20 *Redefining English for the More Able* is a practical guide offering English teachers a range of strategies to stretch and challenge their students Written by Ian Warwick

founder of London Gifted and Talented and Ray Speakman this book provides a fresh perspective on the purpose of English teaching and the benefits it can offer all students Drawing on an array of ideas and examples from different genres of literature the book discusses how threshold concepts can be used to frame English teaching and push the boundaries of students learning The chapters provide example lesson plans targeted at different age groups from Key Stages 2 5 and address different aspects of English including short stories poetry film drama and science fiction Warwick and Speakman examine how the requirements for teaching more able students have received more recent focus under Ofsted and offer specific examples of activities and reflective questions that can engage students more deeply in their appreciation of English This well researched and accessible guide will be an invaluable tool for English teachers teaching assistants and school leaders wishing to reflect on new ways of motivating and teaching the more able in order to develop the intellectual curiosity of all their students

Portfolios Pat Belanoff, Marcia Dickson, 1991 This book the first to focus exclusively on portfolio assessment is practical theoretical and broad in scope offering places to start rather than claiming to be definitive The articles all by teachers with considerable experience in using portfolio grading are free of jargon making sound composition and assessment theory available to every reader regardless of the level of writing taught

Achieving Literacy (RLE Edu D) Margaret Meek, 2013-06-17 How children learn to read well and what kind of teaching helps them is a scarcely penetrated mystery This book is a fascinating and informative research report by a group of teachers who set out to teach children who have failed to acquire a useful degree of literacy in it they discuss their experiences The authors are presenting evidence about a central and constant problem in education an essential kind of evidence which is often ignored because it is so difficult to collect and present The report presents enough case notes and recordings of lessons and discussions to allow readers to make their own interpretations alongside those of the writers Highly informative about many of the central topics of teaching literacy it discusses children's motivation the influence of social and cultural background on learning and different methods of teaching reading

The Oxford Book of Children's Stories Jan Mark, 1994 Here are some of the very best short stories written for children over the last 250 years Compiled by the well known children's writer and Carnegie Medalist Jan Mark this is the first anthology to trace how children's short stories evolved ranging from the publication of Sarah Fielding's *The Governess* in 1749 to Nadia Wheatley's *Convict Box* in 1992 Anyone who enjoys children's fiction whether young or old will find something to savor in *The Oxford Book of Children's Stories* Fairy tales ghost stories adventures and escapades in and out of school every genre is included here peopled by good children and bad strict parents and kindly aunts kings and queens giants and enchanters Mark includes work by 44 different authors including well known figures such as Louisa May Alcott Christina Rossetti Rudyard Kipling Max Beerbohm and Carl Sandburg leading modern writers such as Philippa Pearce Richard Kennedy Nadia Wheatley and Jan Mark herself plus many long forgotten tales that are still highly entertaining today Chronologically arranged the anthology also serves as an introduction to the historical

development of the children's short story providing insights into the way perceptions of childhood and contemporary attitudes have influenced writers of different periods. But as Jan Mark's discriminating selection demonstrates the ingredients of a good children's story as well as the fictional tastes of children themselves have remained remarkably constant despite changes in style and outlook. This is a collection to divert and surprise an ideal survey of the children's short story for parents, professionals and especially for the children themselves.

Starting English Teaching Robert Jeffcoate, 2002-11 First published in 1992. Routledge is an imprint of Taylor Francis, an informal company.

The Storytellers, 1971. *Children's Literature, a Guide to the Criticism* Linnea Hendrickson, 1987. Covering works as diverse as a historical survey of the alphabet book and an analysis of the young adult novels of Judy Blume, this annotated bibliography draws together significant articles, books and dissertations of children's literature criticism. Compiled from a wide variety of popular and scholarly sources, *Children's Literature* provides a thorough and easy-to-use resource to this burgeoning field of study. *Children's Literature* categorizes and assesses the critical response to fiction, drama, poetry and some nonfiction written for children between the ages of one and sixteen. The children's literature covered ranges in format and style from the picture book to the young adult novel. The emphasis is on twentieth-century children's literature, although classics from earlier centuries have been included.

Book Jacket 101 Essential Lists for Secondary Teachers Susan Elkin, 2010-07-15. Lists range from planning lessons and managing behaviour to continuing professional development and moving upwards and onwards.

Reluctant to Read? John L. Foster, 1977. **The Practice of English Teaching** Graham Owens, 1970. No secondary teacher today is faced with such a demanding task as the teacher of English. Research has emphasized the importance of language to the whole intellectual, emotional and social growth, and report after report has pushed the frontiers of English further onwards. The teacher of English requires a number of skills: a depth of theory, a diversity of knowledge and a familiarity with a wide range of literature which is truly daunting. This book meets a real need and will be valued by all teachers of English from the student on school practice to the experienced teacher anxious to survey all aspects of current work in the 12-16 age range. It is essentially a practical book arising out of the editors' strongly felt needs for a comprehensive book which would translate the radical rethinking of the fifties and sixties into detailed descriptions of successful work. They therefore invited a large number of the most experienced and well-known teachers of English to write about some aspects in which they had special expertise and experience. Although written independently, these articles show a concern for finding meaningful and realistic ways of helping the individual pupil's grasp of language for his personal and intellectual needs. They share a dislike of the artificial textbook exercise and an ability to invent instead methods of prompting the individual to talk, write and read more fully. There is a full consideration of the place of modern media in the classroom, a lively exploration of the possibilities of drama as an integral part of English teaching and an unusually practical section of ways of encouraging wide reading. The individual articles are linked by a perceptive commentary from the editors and each contributor has been given space enough.

to convey the detail of his subject so that this book of effective classroom practice not mere generalization Moving from the Primary Classroom Maurice Galton, John Willcocks, 2023-03-08 First published in 1983 Moving from the Primary Classroom is concerned with what happens to pupils when they change teachers in the primary school and when they move to the secondary or middle school Although most children are well prepared for the organizational changes they will face after transfer the researchers found that major difficulties were encountered when pupils adjusted to the new teaching styles associated with specialist subjects As pupils move up the primary school and after transfer there appears to be a decrease in individualization of the learning process in favour of whole class teaching and group work This poses particular problems for pupils who find the work either too difficult or not sufficiently challenging The disparity in the varying rates at which children complete their work sometimes causes acute problems which are fully documented This book will be of interest to students of education pedagogy as well as teachers **Coordinating English at Key Stage 2** Tony Martin, Mick Waters, 2003-09-02 Specifically designed for busy teachers who have responsibility for co ordinating English within their primary school this concise and practical volume provides a wealth of tips case studies and photocopiable materials *The English Short Story, 1945-1980* Dennis P. Vannatta, 1985 **Owners of the Means of Instruction?** Jenny Plastow, 2007 Marx and Marxism supposedly dead and buried seem to find ways of staying alive This collections of articles explores how some of these ideas might offer useful ways at looking at children s literature Contributions include views of children s books and periodicals written in Britain during the Great War and a paper on Walter Benjamin

The Enigmatic Realm of **Spit Nolan Story**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Spit Nolan Story** a literary masterpiece penned by a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of people who partake in its reading experience.

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web question 1 find the mole fraction of methanol CH_3OH and water in a solution prepared by dissolving 4.5 g of alcohol in 40 g of H_2O molar mass of H_2O is 18 gm mole and molar mass of CH_3OH is 32 gm mole solution moles of CH_3OH $4.5 / 32 = 0.14$ mole moles of H_2O $40 / 18 = 2.2$ moles therefore according to the equation

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web we used mole fractions in gen chem 1 to describe gas mixtures where the partial pressure of a gas was its mole fraction time the total pressure $p_a = x_a p_t$ mole fraction $x_a = \frac{\text{moles } a}{\text{total moles}}$ mole fraction of substance a is often denoted by x_a and

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web 1 in the given mixture the sum of all the mole fractions is equal to one $x_a + x_b = 1$ 2 the multiplication of the mole fraction by 100 gives the mole percentage 3 mole fraction is a unitless and dimensionless expression advantages of molar fraction mole fraction is not dependent on the temperature

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web nov 6 2023 $x_a \text{ mol } a / \text{mol } a + \text{mol } b$ and $x_b \text{ mol } b / \text{mol } a + \text{mol } b$ note in the given mixture the sum of all the mole fractions

present is equal to one $x_a x_b = 1$ when the mole fractions are multiplied by 100 they give the mole percentage mole fraction is a unitless and dimensionless expression image will be uploaded soon

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web solution total mass of the answer 100 g mass of benzene 30 g therefore mass of carbon tet 100 30 g benzene s molar mass C_6H_6 128 g mol⁻¹ 78 g mol⁻¹ hence C_6H_6 s number of moles $\frac{30}{78}$ mol 0 3846 mol molar mass of carbon tet CCl_4 154 g mol⁻¹

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web jan 30 2020 ans the molality of solution is 1 mol kg⁻¹ or 1 m example 0 2 11 11 g of urea NH_2CONH_2 was dissolved in 100 g of water calculate the molarity and molality of the solution given n 14 h 1 c 12 o 16 given mass of solute urea 11 11 g mass of solvent water 100 g 0 1 kg to find molarity of solution solution

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web solution moles of CH_3OH 5 5 32 0 17 mole moles of H_2O 40 18 2 2 moles therefore according to the equation mole fraction of CH_3OH 0 17 0 17 + 0 17 mole fraction of CH_3OH 0 073 to solve more examples on mole fraction formula and practice more question please visit byju s com

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web you may work out the mole fractions on your own problem 5 what is the mass of a sample of a 0 449 molal kbr that contains 2 92 kg of water 1 molality moles solute divided by kilograms solute 0 449 mol kg x 2 92 kg x 1 31108 mol of kbr 2 moles times molar mass equals grams 1 31108 mol 119 0023 g mol 156 g kbr

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web calculate the mass percent mole fraction molality and molarity of hexane C_6H_{14} d 0 660 g cm⁻³ when it is mixed with heptane C_7H_{16} d 0 684 g cm⁻³ in a 35 0 55 0 ml ratio assume that the volumes are additive

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web notice that the mole fraction has no units on it and is written as a decimal value do not change it to percent note of caution you could see the term mole percent it is simply the mole fraction multiplied by 100 for example in the problem just

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web since the mole fraction of the O_2 is 0.050 it contributes 0.050 or if you will 5.0 of the total pressure thus total pressure is 0.21 0.050 4.2 atm problem 9 a sample of 1.43 g of helium and an unweighed quantity of O_2 are mixed in a flask at room temperature