

Noughts and Crosses

Callum and Sephy

Complete the summary by filling in the gaps.

It is _____ years later. Sephy and Callum are still friends, but their friendship and their meetings are _____. Neither of their families would approve of a _____ between a Cross and a nought.

Callum has been accepted in Sephy's school, _____. She is _____ by the prospect of Callum being in her school, and even her class. Callum finds it _____ that the noughts are being placed in classes with students _____ than themselves. Callum is a year and a half older than _____.

Noughts are only being permitted into Cross schools because of a _____ from Pangloss Economic Community. Sephy's dad is the _____ Minister. He did his best to prevent _____ getting into their schools. Sephy overhears him discussing this with a visitor. She is surprised that her dad's secret _____ is a nought, especially when Mr Hadley refers to noughts as _____.

At the school, protesters try to _____ the noughts from entering. Despite their police guard, the noughts are jostled, pushed and hurt. One girl falls and injures her head. Sephy appeals to the _____, Mr Cross, to help her. No one listens to Sephy until she _____ that they are behaving like animals or like bladders. Callum is _____. Bladders is a _____ term for noughts.

Inside the school, the noughts face _____ and humiliation from teachers, students and other school staff. After school, Sephy _____ Callum's forgiveness. She promises never to use the insulting _____ again. Unfortunately, Sephy is seen and heard on the television _____. Callum's family view her as a typical racist Cross, and they worry that she will hurt Callum.

In other News, the _____ Alliance is mentioned. It's clear that _____, Callum's brother, and his father support his terrorist group.

The next day Sephy saves a seat for Callum in _____ class. He ignores her. Later she sits with the noughts at lunch. The deputy headmistress forcibly moves her to sit with the Crosses.

Sephy is attacked and _____ in the toilets by other Cross girls. They _____ her that if she doesn't "stick to her own", they will treat her as a nought. When Sephy refuses to be _____, they beat her up.

Membered, worn, Liberation, discrimination, prevent, director, Home Office, Sephy, three, headmaster, intimidated, History, News, noughts, bladders, yells, screamed, begs, threatened, quiet, younger, excited, friendship, secret, humiliating, racist, word, fade

Naughts And Crosses Study Guide Questions

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The Saturday Review of Politics, Literature, Science and Art, 1867 **Supporting Adult Learners through Games and Interactive Teaching** Chandni Hirani, Caroline Varin, 2022-11-30 Games based teaching offers an engaging way for students and adult learners to interact with concepts and build their problem solving and communication skills This exciting book will help educators integrate games into their classes and shows how this method of teaching improves motivation as well as diversifies and solidifies learners skill sets Bringing together expert contributors from the Professors Without Borders global network who have effectively used interactive games based approaches in their teaching the book features 13 unique games that teach a wide variety of skills across a range of difficulty levels The chapters highlight the skills of strategy decision making communication teamwork problem solving reflective thinking and empathy being used by participants alongside the pedagogical principles that underpin each game Suitable for online and in person teaching this book will be valuable reading for educators working with student and adult learners looking to adopt innovative and interactive teaching methods as well as those interested in learning about how game based teaching can improve vital skills **Cassell's library of English literature, selected, ed. and arranged by H. Morley. [5 vols., issued in 48 pt.].** Cassell Ltd, 1891

Material Aspects of Reading in Ancient and Medieval Cultures Anna Krauß, Jonas Leipziger, Friederike Schücking-Jungblut, 2020-05-05 This publication seeks to endeavour the relationship between material artefacts and reading practices in ancient and medieval cultures While the acts of reception of written artefacts in former times are irretrievably lost some of the involved artefacts are preserved and might comprise hints to the ancient reading practices In form of case studies the contributions to this volume examine various forms of written artefacts as to their implications on modes of reading Analyzing different Qumran scrolls codices Tefillin Mezuzot magical texts tablets bricks and statues as well as meta textual and iconographic aspects the articles inquire the possibilities of how to correlate material aspects to assumed modes of reception and practices of reading The contributions stem from Egyptology Papyrology Qumran Studies Biblical Studies Jewish Studies Ancient Christianity and Islamic Studies In total this volume contributes to the research on practices of reception in times past and demonstrates the potential hidden in text bearing artefacts **The Question of Artificial Intelligence** Brian P. Bloomfield, 2018-05-15 Originally published in 1987 when Artificial Intelligence AI was one of the most hotly debated subjects of the moment there was widespread feeling that it was a field whose time had come that intelligent machines lay just around the corner Moreover with the onset of the revolution in information technology and the proclamation from all corners that we were moving into an information society developments in AI and advanced computing were seen in many countries as having both strategic and economic importance Yet aside from the glare of publicity that tends to surround new scientific ideas or technologies it must be remembered that AI was a relative newcomer among the sciences that it had often been the subject of bitter controversy and that though it had been promising to create intelligent

machines for some 40 years prior to publication many believe that it had actually displayed very little substantive progress With this background in mind the aim of this collection of essays was to take a novel look at AI Rather than following the path of old well trodden arguments about definitions of intelligence or the status of computer chess programs the objective was to bring new perspectives to the subject in order to present it in a different light Indeed instead of simply adding to the endless wrangling for and against AI the source of such divisions is made a topic for analysis in its own right Drawing on ideas from the philosophy and sociology of scientific knowledge this collection therefore broke new ground Moreover although a great deal had been written about the social and cultural impact of AI little had been said of the culture of AI scientists themselves including their discourse and style of thought as well as the choices judgements negotiations and competitive struggles for resources that had shaped the genesis and development of the paradigmatic structure of their discipline at the time Yet sociologists of science have demonstrated that the analysis of factors such as these is a necessary part of understanding the development of scientific knowledge Hence it was hoped that this collection would help to redress the imbalance and provide a broader and more interesting picture of AI

Judy the Guide Elinor M. Brent-Dyer,2024-05-22T00:00:00Z Judy who has grown up in Canada is sent to an English boarding school where she joins the Guide unit [Reading Postcolonial Literature](#) Hayley G. Toth,2025-03-10 An Open Access edition is available thanks to the kind sponsorship of the libraries participating in the Jisc Open Access Community Framework OpenUP initiative Debates about reading in postcolonial studies rarely discuss non professional readers except to secure the authority of professional reading practices In *Reading Postcolonial Literature* Hayley G Toth places non professional reading practices in dialogue with received academic wisdom to debunk common sense assumptions about non professional readers as Western or neocolonial consumers Drawing on reading practices recorded in academic books journal articles and on online book reviewing platforms like Amazon and Goodreads Toth draws attention to important continuities between professional and non professional practices of reading postcolonial literature At the same time she highlights that non professionals often have little desire to emulate the practices of professional postcolonial critics Precisely by not adopting the established protocols and methods of postcolonial studies non professional readers call attention to the limits of dominant approaches to reading in the discipline Across four chapters Toth examines the relationship between reading and identity during the Rushdie affair the difference between reading and address the challenges posed by difficult texts and the legitimacy of non understanding and the reception of popular texts primarily read by non professional audiences *Reading Postcolonial Literature* demonstrates that reception matters in any claims we make about the value of reading postcolonial literature and offers new ways forward for the practice study and teaching of reading in the discipline *Working with Words* Ruth Gairns,Stuart Redman,1986 A practical guide on how to select organise and teach vocabulary to students of all levels **Navigator Dimensions Year 5: Teaching Guide** Lockwood,2005-05-09

The World Language Teacher's Guide to Active Learning Deborah Blaz,2018-05-01 Enhance your students success

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