Zig Zag Education

2015 specification
first exams in 2017

Spelling, Punctuation and Grammar Topic on a Page

For GCSE English Language

T Marriott

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Teacher's Introduction

For GCSE English Language, students will require a knowledge of spelling, punctuation and grammar (including syntax), as assessed in AO6 (which is worth 20% overall). This resource takes a broad look at each of these areas of study, providing an overview of some of the key concepts and elements students should consider during their studies – for this reason, this resource is not an exhaustive list of key terminology! Students can, however, expand upon and add to these mind maps with things learnt in class.

AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Includes:
- 11 completed mind maps
  - o   1 x Overview
  - o   1 x Spelling
  - o   1 x Punctuation
  - o   1 x Grammar: Parts of Speech Part 1
  - o   1 x Grammar: Parts of Speech Part 2
  - o   1 x Grammar: Parts of Speech Essentials*
  - o   1 x Grammar: Syntax Part 1
  - o   1 x Grammar: Syntax Part 2
  - o   1 x Tense, Aspect, Person and Voice
  - o   1 x Putting It into Practice: Fiction
  - o   1 x Putting It into Practice: Non-fiction

- 10 partially completed mind maps with activities for students to complete them. These partially completed mind maps are copies of the completed mind maps, only with parts of the content replaced with activities. This is so students can fill in the missing sections and complete the mind maps themselves. These sections are numbered on both sets of mind maps with a symbol like the one to the right.

1

*   *Grammar: Parts of Speech Essentials is a simpler look at the information covered in Grammar: Parts of Speech Parts 1 and 2. As such, this sheet is not accompanied by a partially complete version.*

How to Use
The intention in the creation of this resource is to offer a flexible teaching tool that can be:
- given to students at the beginning, middle or end of their studies and prove a useful aid when it's time to sit their exams
- used as a revision tool, learning mat, analysis prompt or for any other activities that require students to think about spelling, punctuation and grammar
- completed in groups or individually, at home or in class
- printed on A3 or A4 paper. We recommend the mind maps be printed on A3 paper, and given to students to pin up at home to support the revision process.
- used in Science, History and other writing-intense subjects as a cross-curricular tool, where there is increasing pressure to cover spelling, punctuation and grammar

T Marriott, January 2018

Free Updates!

Register your email address to receive any future free updates* made to this resource or other English resources your school has purchased, and details of any promotions for your subject.
resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to **zzed.uk/freeupdates**

Exam Information

All the major exam boards for GCSE English Language (AQA, Edexcel, Eduqas, OC... able to *write grammatically accurate sentences*, including the correct use of pun... assessed under **Assessment Objective 6**, which is worth 16 marks out of a total 4... each exam paper. This amounts to 20% of the entire GCSE...

	Wording from the AO	What does it me...
Assessment Objective 6	Candid... m... ... range... ...bulary and senten... ...ructures for clarity, purpose and effect.	T'...is means you must show varied word choice... structures (e.g. simple, compound and comple... readability! You should choose the appropriat... for the purpose they are intended to fulfil. For... complex sentences would be unsuitable for a c... in short, simple sentences would be unsuitable...
	With accurate spelling and punctuation.	This means you must spell words according to... punctuate your sentences appropriately.

But how does this translate into actual marks?

Level 4 (13–16 marks)	Level 3 (9–12 marks)	Level 2 (5–8 marks)
• Use of Standard English throughout their response. • Use of ...ex... approp... gramma...al structures, such as compound and complex sentences. • Virtually no spelling errors. • A large variety of punctuation used accurately and appropriately. • Advanced vocabulary.	• Use of St...d ...g s ...s... of the ...e. • Use of appropriate grammatical structures. • Few spelling errors. • A variety of punctuation used, for the most part, accurately and appropriately. • An emerging advanced vocabulary.	• Use of Standard English some of th... time. • An emerging use o... different grammat... structures. • Some spelling erro... • Some punctuation used, for the most part, accurately an... appropriately. • Range of vocabula...

If the examiner's understanding is impeded by inc... ...t ...elling, punctuation an... marks for AO6.

1

Forming the Possessive

Homographs

Brackets

Colon

Comma

Ellipsis

Exclamation Mark

Hyphen

Homophones

Full Stop

Question

Synonyms

Quota

Semicol

Popular Spelling Rules

Spelling

Punctuation

Parts of Spe

Common Silent Letters

Apostrophe

SPELLING, PUNCTUATION AND GRAMMAR OVERVIEW

Test out your skills on a generic non-fiction exam-style question.

Putting It into Practice (Non-fiction)

Test out your skills on a generic fiction exam-style question.

Putting It into Practice (Fiction)

Second

Person

Future

First

Third

Tense

Present

Past

Tense, Aspect, Person and Voice

Syntax

Aspect

Voice

Passive

Syntax (p2)

Grammatical Mood

Perfect

Simple

Active

Phrase

Clause

Prepositional Obje

Progressive

Perfect Progressive

Sentence
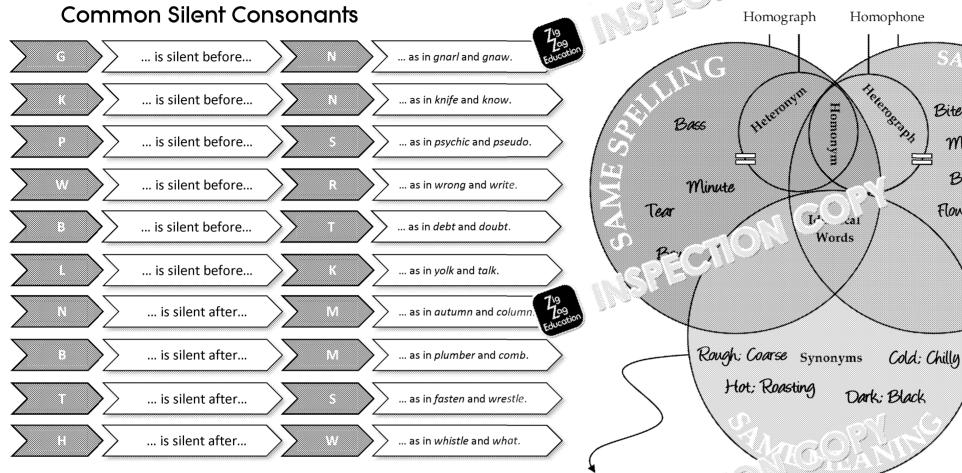
There are 26 letters in the English alphabet, and yet there are up to 27 different consonant pronunciations and 61 different vowel pronunciations. As a result,

Common Silent Consonants

G	… is silent before…	N	… as in *gnarl* and *gnaw*.		
K	… is silent before…	N	… as in *knife* and *know*.		
P	… is silent before…	S	… as in *psychic* and *pseudo*.		
W	… is silent before…	R	… as in *wrong* and *write*.		
B	… is silent before…	T	… as in *debt* and *doubt*.		
L	… is silent before…	K	… as in *yolk* and *talk*.		
N	… is silent after…	M	… as in *autumn* and *column*.		
B	… is silent after…	M	… as in *plumber* and *comb*.		
T	… is silent after…	S	… as in *fasten* and *wrestle*.		
H	… is silent after…	W	… as in *whistle* and *what*.		

Homograph   Homophone

SAME SPELLING

SAME PRONUNCIATION

SAME MEANING

Bass
Heteronym
Homonym
Heterograph
Bite; Byte
Meat; Meet
Buy; Bye
Flower; Flour

Minute

Tear

Identical Words

Rough; Coarse   Synonyms   Cold; Chilly

Hot; Roasting   Dark; Black

Popular Spelling Rules

I before E except after C

o This can be applied as a general rule of thumb, since there are exceptions.

Some words include I before E even after C: *science*, *proficient* and *species*. Some words include E before I when there is no preceding C: *seize*, *their* and *vein*.

In order to account for these exceptions, we have to expand the rule to: I before E, except after C or when sounding like A, as in *neighbour* or *weigh.* But there are even exceptions to this! *Seize* has 'ei' even though there is no 'c', and it doesn't sound like *weigh*!

Forming the Plural

o If a noun ends in a /Y/ preceded by a vowel, we add /-S/ to form the plural, e.g. journey > journeys.

o If a noun ends in a /Y/ preceded by a consonant, we add /-IES/ in place of the /Y/ to form the plural, e.g. ability > abilities.

o If a noun ends in /-S/ or /-SS/ or /-Z/ or /-SH/ or /-CH/ or /-X/, we add /-ES/ to form the plural, e.g. dress > dresses.

o If a noun ends in /-F/ or /-FE/, we replace the ending with /-VES/ to form the plural, e.g. wolf > wolves, or wife > wives. There are some exceptions to look out for, e.g. roof > roofs.

Synonyms

When the meaning of a word is the same as the meaning of another word

When struggling to spell a specific word, you could come up with a synonym that you are more confident in spelling. But remember – you also get marks for your use of vocabulary, so try to use more complex words where relevant in your work.

Common Digraphs

A digraph describes two letters that appear together to make a single sound.

o A homogeneous digraph is a pair of identical letters, e.g. *letter*.
o A heterogeneous digraph is a pair of different letters, e.g. *physics*.

/PH/ – makes the sound in *alphabet*
/GH/ – makes the sound in *enough* or *daughter* (unless at the beginning of a word!)
/CH/ – primarily makes the sound in *cheese*, but also the sound in *Christian* and *machine*
/SH/ – makes the sound in *shine*
/TH/ – makes either the sound in *think* or the sound in *there*. Rarely does it make a /T/ sound
/WH/ – makes the sound in *where* in most cases, but sometimes the sound in *who*, as when letter /o/.

PUNCTUATION

Plurals
To show plurality of single characters, e.g. *Dot the i's and cross the t's.*

Possessives
To show ownership of some degree, e.g. *John's car.*

Contractions
To show a letter is / letters are missing, e.g. *can't = cannot.*

Independent Clauses
To join equal or juxtaposed independent clauses, e.g. *it is sunny, we are warm; the nights are cold.*

Lists
To separate items in a list when the items have punctuation of their own, e.g. *Alison, the HR rep; Andrew, head of finance; Julian, the director.*

Parentheses
To show explanatory, elaborative or inessential information, e.g. *He offered to drive me home (for the second time that evening) but I politely declined.*

Apostrophe

Semicolon

Brackets

Quotation Marks

Syntactical-deductive
To introduce effect or consequence of fact, e.g. *the solution was a simple one: make more money.*

Colon

Syntactical-descriptive
To introduce description, e.g. *there were four coloured T-shirts: red, black and green.*

To link objects for the sake snake

Appositive
To introduce a subtitle, e.g. *Grammar: A Guide to the Rules of English.*

Segmental
To introduce speech, e.g. *Tom: 'What's going on here?'*

Clauses
To separate clauses, e.g. *Even though she was afraid of needles, Louise loved sewing.*

Comma

Adverbs and Adjectives
To separate adverbs from a sentence, or adjectives from each other, e.g. *honestly, what did you think was going to happen?*

Numbers and Dates
To separate dates and digits, e.g. *16th September 1994 or 1,000,000.*

Lists
To separate items in a list, e.g. *eggs, milk, cheese and butter.*

Exclamation

Ellipsis

Implication
To imply something in context, e.g. *I d the eg*

Parenthetical Phrases
To mark off inessential information, e.g. *could you, if it isn't too much trouble, pass me the salt?*

Dash

Em Dash
To split sentences or show inessential information, e.g. *the jester—garbed in motley—was juggling* but this is uncommon in British publications today.

En Dash
To replace 'and' or 'to' in specific contexts, e.g. *1939–1945 (1939 to 1945).*

Omission
To show word(s) have been omitted, e.g. *baboons... have the largest group size of any primate.*

Incomplete Sentences
To show that a sentence or thought is incomplete, e.g. *I was hoping you'd...*

Nouns

A **noun** is a thing, a place, a person or an event.

Proper versus Common

- A **proper noun** describes a specific single entity, such as the name of a person or place. Proper nouns begin with capital letters, e.g. *Robert* or *London*.
- A **common noun** describes broader categories of entities or concepts. An article can usually be placed before a common noun, e.g. *an animal* or *a teenager*.

Count versus Mass

- A **count noun** describes something that is countable, e.g. *cup* or *ball*.
- A **mass noun** describes something that is uncountable, e.g. *water* or *knowledge*.

Collective

- A **collective noun** describes a collection of something, e.g. *a business of ferrets* or *a swarm of bees*.

Concrete versus Abstract

- A **concrete noun** describes something real that you can touch, e.g. *cheese* or *a mouse*.
- An **abstract noun** describes something you cannot touch, such as a concept or an idea, e.g. *love* or *friendship*.
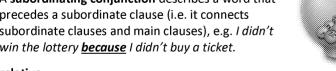
Conjunctions

A **conjunction** is a word that connects sentences and clauses. Conjunctions are sometimes described as being connectives.

Coordinating

- A **coordinating conjunction** describes a word that connects two or more elements that are of equivalent syntactic significance, e.g. *and*, *but*, *for*, *nor*, *or*, *so* and *yet*.

Subordinating

- A **subordinating conjunction** describes a word that precedes a subordinate clause (i.e. it connects subordinate clauses and main clauses), e.g. *I didn't win the lottery **because** I didn't buy a ticket.*

Correlative

- A **correlative conjunction** describes a word that works alongside another correlative conjunction to connect elements that are of equivalent syntactic significance, e.g. *It is **neither**... **nor** is it...*

Pronouns

A **pronoun** stands in place of a noun or noun phrase.

Personal

- A **personal pronoun** may express information such as case, person, number or gender.

Case		First Person	Second Person	Third Person	Number
Subject		I		He/She/It	Singular
		We		They	Plural
Object				Him/Her/It	Singular
		Us		Them	Plural

Possessive

- A **possessive pronoun** represents ownership, e.g. *mine* or *their*.

Demonstrative

- A **demonstrative pronoun** represents a noun in a given context, e.g. *these*, *those*, *that* or *this*.

Indefinite

- An **indefinite pronoun** represents something implicitly, e.g. *anything/anyone/anybody* or *anything/something/somebody*.

Relative

- A **relative pronoun** represents something/someone stated prior. *Sharon, **who** aced her exams, went to a top college.*

Reflexive versus Reciprocal

- A **reflexive pronoun** represents self-action, e.g. *the robot destroyed **itself**.*
- A **reciprocal pronoun** represents a relationship, e.g. *Rosie and Jim are related to **each other**.*

Interrogative

- An **interrogative pronoun** features in questions, e.g. ***who** does this belong to?*

Deixis

English pronouns are deictic. This means that their meaning can only be completely understood within a given context. For example, taken out of context, 'look at *me*' does not indicate who 'me' is. We can only understand specifically who 'me' is within context.

Verbs

A **verb** expresses action or state: a 'doing' word.

Intransitive
- An **intransitive verb** does not have a direct object, e.g. *Jack stopped <u>crying</u>* or *the cat <u>purred</u> gently*.

Transitive
- A **transitive verb** has at least one (direct) object, e.g. *the flight to Menorca was <u>cancelled</u> due to poor weather conditions.*

Copular
- A **copular verb** is a linking verb. Copular verbs are always succeeded by an adjective or a noun phrase, e.g. *the boy <u>seemed</u> a trustworthy confidante.*

Auxiliary
- An **auxiliary verb** helps the main verb in a sentence. Auxiliary verbs help express tense, aspect, modality and voice. They also allow us to invert sentences into questions, e.g. *It is cold today* can be turned into *Is it cold today?*
- A **modal verb** is a type of auxiliary verb that helps express modality, which is a sense of force ranging from possibility to certainty to necessity (among others), e.g. *will, would, can, could, shall, should, may, might* and *must.*

Regular versus Irregular
- Verbs are **regular** if, when they are inflected or conjugated, their morphology abides by the expected pattern of verb inflection or conjugation, e.g. *kick* is a regular verb because the past participle is formed by adding an -ed ending (*kicked*).
- Verbs are **irregular** if, when they are inflected or conjugated, their morphology does not abide by the expected pattern of verb inflection or conjugation, e.g. *have* is an irregular verb because the past participle / simple past is formed as *had* (rather than *haved*) and the third-person present is formed as *has* (rather than *haves*).
- Some verbs have both regular and irregular inflections, e.g. *smelled* vs *smelt*, *spoiled* vs *spoilt*, *dreamed* vs *dreamt.*

Finite and Non-finite Verbs

Finite verbs are the verb forms that indicate tense, grammatical person and number. The finite verb will also have a subject (though it may merely be implied).

For example: '*I jog home every day.*'

Non-finite verbs on the other hand do not indicate tense, grammatical person or number. The non-finite verb is often an infinitive or participle form.

For example: 'I want *to swim.*'

Adjectives

An **adjective** describes or modifies a noun.

Attributive
- An **attributive adjective** describes something about the noun phrase in which it resides, e.g. *the <u>angry</u> wasp.*

Predicative
- A **predicative adjective** describes something about the noun phrase, but does not reside within the noun clause. The predicative adjective must be linked to the noun clause via a copula, e.g. *the wasp is <u>angry</u>.*

Nominal
- A **nominal adjective** is an adjective that functions as a noun, e.g. *the <u>deaf</u> and <u>dumb</u>.*

Adverbs

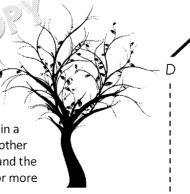An **adverb** is a description or modification of a verb or adjective.

- **Adverbs** are responsible for modifying (changing) other parts of speech such as verbs or adjectives.
- Commonly identified by the presence of a *-ly* suffix, e.g. *lovely* or *extremely*; however, this is not a rule either, e.g. *it is <u>often</u> raining.*

Superlative and Comparative

A **superlative** is when an adjective or adverb is used to demonstrate that something has those qualities to the highest degree (e.g. *kindest*). A **comparative** is when an adjective or adverb is used to demonstrate that something has those qualities more than whatever it is being compared to (e.g. *kinder*).

Parse Trees – Breaking Down Constructions

Parse trees show the breakdown of the components in a construction. The highest level of components in a construction is the *root node*, and there will only be one (in our case, the sentence). The lowest levels of components in a construction are called *leaf nodes*, and these do not oversee other nodes in the construction. Any node between the *root node* and the *leaf nodes* is called a *branch node*. Branch nodes link to two or more nodes in the subsequent level of components.

The

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A **deter**...

Article
- An ...
- A d...

Demons...
- A d...

An **adpos**...

Preposi...
- A prep...

An **interj**...

Primary...
- **Prim**...
- **Secon**...

SUBJECT → **VERB** → **OBJECT**

English is an **SVO** language. One of the ways we express meaning is by combining words in this order.*

*There are exceptions!

SUBJECT

The subject of a sentence is usually either the actor/performer or the topic. It can be identified in **three** ways.

1 *Subject–Verb Agreement*

The **subject** of the sentence must agree with the *finite verb*.

You *are* funny.   ✓

You *is* funny.   ✗

2 *Syntactic Positioning*

The *finite verb* usually directly follows the **subject** (in declarative sentence structures).

Rebecca *speaks* four different languages.

3 *Semantic Function*

The **subject** of a sentence is usually the actor / performer of the action (in active voice sentence structures).

The green dinosaur was *eating* a triceratops.

VERB

The verb of a sentence expresses action or state.

1 *Infinitive*

The simplest form of a verb is the **infinitive**.

The infinitive of *runs*, *running* and *ran* is **to run**.

To be is the infinitive of *am*, *are*, *is*, *was*, *were*, *be*, *being*, *been*.

2 *Main Verb*

The **main verb** of a sentence is the most important, operative verb in a sentence.

John **swam** two laps. (Action)

John **is** happy. (State)

3 *Semantic Function*

You can ask yourself 'What action is taking place in this sentence?' The answer will be the verb.

The businesswoman **drove** to her meeting.

OBJECT

The object of a sentence is usually the thing that is acted upon. It can be identified in **three** ways.

1 *Passive Sentence Transformation*

The **subject** becomes the **object** when active voice sentences are transformed into equivalent passive voice sentences.

[Active]   I kicked the ball.
              S   V   O

[Passive] The ball was kicked by me.
           S   V

2 *Syntactic Positioning*

The **object** usually follows the verb (in declarative sentence structures).

The squirrel *chased* **the girl**.

3 *Grammatical Case of Personal Pronouns*

With personal pronouns, we can tell whether it is the **subject** or the **object** based on their morphology.

Subject Case	Object Case
I	*Me*
She	*Her*
He	*Him*
They	*Them*
We	*Us*
Who	*Whom*
Whoever	*Whomever*

Direct Object difference?

A **direct object** is answer the question

For example:

John
Subject

What was kicked?

An **indirect object** you can usually an

'To whom?'
'For whom?'
'For what?'

Generally speaking

For example:

John
Subject

To whom was the

There is also a thir preceded by a pre

For example:

John
Subject

TYPES OF PHRASE

A

A phrase is a set of words containing a headword and its modifier(s).

Noun Phrase

A noun phrase is a set of words including a noun (as the headword) and any words that modify the noun, e.g. the little mouse.

Verb Phrase

A verb phrase is a set of words including a verb (as the headword) and any words that modify the verb, e.g. he was shouting.

Adjectival Phrase

An adjectival phrase is a set of words including an adjective (as the headword) and any words that modify the adjective, e.g. the very frightened boy screamed.

Adverbial Phrase

An adverbial phrase is a set of words including an adverb (as the headword) and any words that modify the adverb, e.g. the deer ran as quickly as possible.

Prepositional Phrase

A prepositional phrase is a set of words including a preposition (as the headword) and any words that modify the preposition, e.g. the house with the broken door.

TYPES OF CLAUSE

A clause is a set of words containing a subject and a verb.

Main Clause (a.k.a. Independent Clause)

A main clause is a set of words that can stand alone as a simple sentence (i.e. it is independent) or be linked together to create a compound sentence, e.g. the dragon is huge.

Subordinate Clause (a.k.a. Dependent Clause)

A subordinate clause is a set of words that adds additional information but cannot stand alone (i.e. it is dependent) because it is not a complete sentence, e.g. the dragon is huge and small.

Noun Clause

A noun clause is a set of words that functions like a noun. It is dependent, e.g. whatever the dragon had eaten made its breath smell.

Relative Clause (a.k.a. Adjectival Clause)

A relative clause is a set of words that requires prior information to be understood. It gives extra information about a term that is dependent, e.g. the dragon has scales that shimmer.

Adverbial Clause

An adverbial clause is a set of words that functions like an adverb. It modifies verbs, adjectives or adverbs. It is dependent, e.g. the dragon stays inside if it rains.

Headwords and Modifiers – What are they?

A **headword** (or simply a **head**) is the word in a phrase that denotes what kind of phrase it is. For example, the headword in 'a small, violet flower' is a noun ('flower'); therefore, the phrase is a noun phrase. 'Small' and 'violet' are what we call dependents.

A **modifier** is the word (or words) that changes the meaning of something else within a given structure. In the case of phrases, the modifiers modify the headword. For example, the modifiers in 'a small, violet flower' are 'small' and 'violet', because they change the meaning (and our understanding or perception) of the headword 'flower'.

Exclamatory

A type of sentence in which emotion (e.g. surprise) is expressed.

Declarative

A type of sentence in which information is given; a statement.

Grammatical Mood

Imperative

A type of sentence in which instructions are given; a command.

Interrogative

A type of sentence in which information is requested; a question.

		ASPECT						
		Simple		**Progressive**		**Perfect**		**Perfect Progressive**
TENSE	**Past**	Lola kicked me.	I was kicked by Lola.	Lola was kicking me.	I was being kicked by Lola.	Lola had kicked me.	I had been kicked by Lola.	Lola had been kicking me.	I had been being kicked by Lola.
		Lola kicked you.	You were kicked by Lola.	Lola was kicking you.	You were being kicked by Lola.	Lola had kicked you.	You had been kicked by Lola.	Lola had been kicking you.	You had been being kicked by Lola.
		Lola kicked the ball.	The ball was kicked by Lola.	Lola was kicking the ball.	The ball was being kicked by Lola.	Lola had kicked the ball.	The ball had been kicked by Lola.	Lola had been kicking the ball.	The ball had been being kicked by Lola.
	Present	Lola kicks me.	I am kicked by Lola.	Lola is kicking me.	I am being kicked by Lola.	Lola has kicked me.	I have been kicked by Lola.	Lola has been kicking me.	I have been being kicked by Lola.
		Lola kicks you.	You are kicked by Lola.	Lola is kicking you.	You are being kicked by Lola.	Lola has kicked you.	You have been kicked by Lola.	Lola has been kicking you.	You have been being kicked by Lola.
		Lola kicks the ball.	The ball is kicked by Lola.	Lola is kicking the ball.	The ball is being kicked by Lola	Lola has kicked the ball.	The ball has been kicked by Lola.	Lola has been kicking the ball.	The ball has been being kicked by Lola.
	Future	Lola will kick me.	I will be kicked by Lola.	Lola will be kicking me.	I will be being kicked by Lola.	Lola will have kicked me.	I will have been kicked by Lola.	Lola will have been kicking me.	I will have been being kicked by Lola.
		Lola will kick you.	You will be kicked by Lola.	Lola will be kicking you.	You will be being kicked by Lola.	Lola will have kicked you.	You will have been kicked by Lola.	Lola will have been kicking you.	You will have been being kicked by Lola.
		Lola will kick the ball.	The ball will be kicked by Lola.	Lola will be kicking the ball.	The ball will be being kicked by Lola.	Lola will have kicked the ball.	The ball will have been kicked by Lola.	Lola will have been kicking the ball.	The ball will have been being kicked by Lola.
		Active	**Passive**	**Active**	**Passive**	**Active**	**Passive**	**Active**	**Passive**

VOICE

Section A – Reading

SPaG Anal[...]

Text A – *Between the Acts*

I t was a summer's night and they were talking, in the big room wit[...]ndows open to the garden, about the cesspool. The county council had promised to bring water to the village, but they hadn't.

Mrs. Haines, the wife of the gentleman farmer, a goosefaced woman with eyes protruding as if they saw something to gobble in the gutter, said affectedly: "What a subject to talk about on a night like this!"

Then there was silence; and a cow coughed; and that led her to say how odd it was, as a child, she had never feared cows, only horses. But, then, as a small child in a perambulator, a great cart-horse had brushed within an inch of her face. Her family, she told the old man in the arm-chair, had lived near Liskeard for many centuries. There were the graves in the churchyard to prove it.

A bird chuckled outside. "A nightingale?" asked Mrs. Haines. No, nightingales didn't come so far north. It w[...] d[...] [...] bird, chuckling over the substance and succulence of the day, over worms, snails, grit, even in sleep.

The old man in the arm-chair--Mr. Oliver, of the Indian Civil Service, retired--said that th[...] [...] chosen for the cesspool was, if he had heard aright, on the Roman road. From an aeroplane, he said, you c[...] s[...] marked, the scars made by the Britons; by the Romans; by the Elizabethan manor house; and by the plough, when t[...] ghed the hill to grow wheat in the Napoleonic wars.

"But you don't remember…" Mrs. Haines began. No, not that. Still he did remember--and he was about to tell them what, when there was a sound outside, and Isa, his son's wife, came in with her hair in pigtails; she was wearing a dressing-gown with faded peacocks on it. She came in like a swan swimming its way; then was checked and stopped; was surprised to find people there; and lights burning. She had been sitting with her little boy who wasn't well, she apologized. What had they been saying?

"Discussing the cesspool," said Mr. Oliver.

"What a subject to talk about on a night like this!" Mrs. Haines exclaimed again.

What had HE said about the cesspool; or indeed about anything? Isa wondered, inclining her h[...] [...] he gentleman farmer, Rupert Haines. She had met him at a Bazaar; and at a tennis party. He had handed he[...] [...] racquet--that was all. But in his ravaged face she always felt mystery; and in his silence, passion. At the [...] ar [...] felt this, and at the Bazaar. Now a third time, if anything more strongly, she felt it again.

"I remember," the old man interrupted, "my mother…" Of his mother he remembered that she was very stout; kept her tea-caddy locked; yet had given him in that very room a copy of Byron. It was over sixty years ago, he told them, that his mother had given him the works of Byron in that very room. He paused.

"She walks in beauty like the night," he quoted.

Then again:

"So we'll go no more a-roving by the light of the moon."

Isa raised her head. The words made two rings, perfect rings, that floated them, herself and Haines, lik[...] sw[...] downstream. But his snow-white breast was circled with a tangle of dirty duckweed; and she too, in her webbe[...] [...] [...] [...] angled, by her husband, the stockbroker. Sitting on her three-cornered chair she swayed, with her dark pigt[...]ls h[...] [...] [...] her body like a bolster in its faded dressing-gown.

Virginia Woolf (1942)

(http://zzed.uk/8214-woolf)

Glossary:
Cesspool – a temporary underground storage container for liquid waste (i.e. sewage)
Perambulator – a pram
Bazaar – a market or shop
Tea-caddy – a container used to store tea
Bolster – a pillow

SPaG Analysis annotations:

Opens with compo[...] summer's night); n[...] (in the big room w[...] clause (about the ce[...]

Using a conjunctio[...] practice today.

Simple sentence.

Modal auxiliary: e[...] this context.

Passive voice – 'th[...]

Punctuation: speech [...] that this is being spo[...]

Example of rhetoric[...] meaning to two dif[...] his silence, (2) pass[...]

Punctuation: ellipsis[...]

Truncated sentence[...]

Isa raised her h[...]
(S) (V)

Passive voice – '... h[...]

Word class: Sitting ([...] cornered (adjective)[...] (preposition) her (p[...] (verb), and (conjunc[...] (determiner) bolster[...] faded (adjective) dr[...]

Section A – Reading

SPaG Analysis Foc

Text A – *Religion in School*

The Archbishop of York presided yesterday at a public meeting held at St. Martin's Grammar School, Scarborough, in support of the movement for the building of St. Cuthbert's College, Worksop, the latest of the seven schools in connection with the midland centre of St. Nicholas' College, founded by the late Canon Woodward. His Grace said that for many years he had known the working of those schools intimately. From first to last the boys were brought up in an atmosphere of religion. He did not mean by that in a hot-bed of religion, far from it, but from first to last they could not be but conscious of the influences of the strongest and healthiest kind surrounding those admirable schools. (Applause.) Everything was done on the basis of the Church of England, there was no compromise; there was no burying out of sight awkward questions; no pecking away at the dogmas of the Church in order to make them palatable to people who came to the schools. (Applause.) In these days when the tendency was – they saw it and they could not be blind to it – if not to eliminate religion from the ordinary course of education, to put it away in a corner and look upon it as an extra to the educational life, like dancing or music, it was a great strength to all religious schools in England that the Woodward schools should nail their colours – The Bishop of Hull, Mr H. Darley, the Dean of York, and Archdeacon Palmes also spoke.

Northern Daily Mail (1894)

With thanks to The British Newspaper (www.BritishNewspaperArchive.co.uk)

Glossary:
Dogma – an idea or a belief to be accepted without challenge or question
Nail their colours (to the mast) – to be open about one's beliefs
(particularly in a defiant way)

Word class: His (determiner) (said (verb) that (demonstrativ (pronoun) had (auxiliary) know (determiner) schools (noun) in

Passive voice: '... the boys we

Passive voice: 'Everything wa

Use of semicolons to list equa

Text B – *Secular schools 'more appropriate than faith schools' in diverse Britain*

The Times has reported that pupils from Muslim backgrounds outnumber those from Christian families in more than 30 Church of England faith schools, and that one Anglican school's population is from an entirely Muslim background.

One school even describes itself as "a church school serving a majority Muslim community".

Professor Alan Smithers of the centre for education at the University of Buckingham told the Times that secular schools appropriate than faith schools, and that some of the Anglican faith schools should be converted.

"The Church of England has traditionally provided education in this country but now that risks being comfortable experience for the Muslim pupils that fill many of these schools.

"It must also be very confusing for the handful of Christian pupils in some of them. It would logical these schools become secular institutions."

Stephen Evans, the campaigns director of the National Secular Society, endorsed Professor Smither's comments, and said that the Times' report "exposed the anachronism in our education system."

"A 19th century system of education simply isn't appropriate for 21st century Britain. The time has come to consider ways in which we can move towards a truly inclusive secular education system in which religious organisations play no formal role.

"The Church claims that its schools, funded by taxpayers, are not faith schools but 'church schools serving the local community'. This reassurance means very little given the priority they put on evangelising children and young people to stop the Church's ongoing collapse.

"We have supported non-Sikh parents allocated to a Sikh faith school against their wishes, Muslim parents allocated to a Christian school when they wanted a community school, Muslim parents allocated to an Orthodox Jewish school, and all across the country non-religious parents are often left with no practical option but to send their child to a faith school. These absurdities are the obvious result of having such a heavily faith-based education system."

The Catholic Education Service told the Times that 90% of pupils at one Catholic school were Muslim.

Mr Evans added: "There is also an integration concern. In such a religiously diverse community should be surprising indeed to find any school where all pupils share one religious background. But as we know from research recent Casey Review on integration, there are emerging religious ghettoes in the UK."

Glossary:
Secular – of a belief that religion should have no influence over education or government
Anachronism – something that is outdated; inappropriate for the current times
Evangelising – converting someone to Christianity

National Secular Society (2017)

(zzed.uk/8214-secular-schools)

Two independent clauses ('pup families in more than 30 Chur from an entirely Muslim backg Compound-complex sentence.

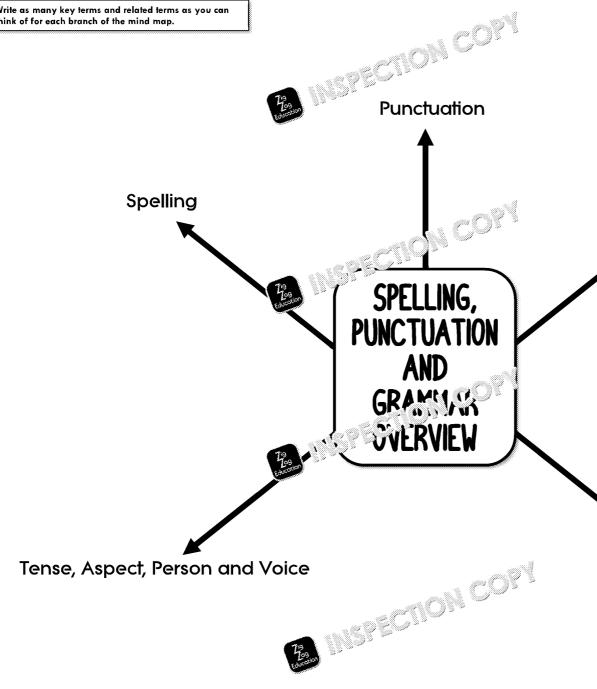Passive voice: '... some of the A

Modal auxiliary: 'It **must** also b

Inaccurate use of plural posse since Times is singular).

Punctuation: possessive apostr y notice that this is an ina

Subject–verb agreement: 'The

Simple sentence.

Punctuation

Spelling

SPELLING, PUNCTUATION AND GRAMMAR OVERVIEW

Tense, Aspect, Person and Voice

There are 26 letters in the English alphabet, and yet there are up to 27 different consonant pronunciations and up to ... if ... nt vowel pronunciations. As

Common Silent Consonants

A Provide at least two examples of words in which each of the silent letters below occurs.

… is silent before…	
… is silent before…	
… is silent before…	
… is silent before…	
… is silent before…	
… is silent before…	
… is silent after…	
… is silent after…	
… is silent after…	
… is silent after…	

Fill in the Venn diagram below with examples of homographs, homophones and synonyms.

Homograph   Homophone

Heteronym   Heterograph

Homonym

Identical Words

Synonyms

Popular Spelling Rules

I before E except after C

o This can be applied as a general rule of thumb, since there are exceptions.

Some words include I before E even after C: *science, proficient* and *species*.
Some words include E before I when there is no preceding C: *seize, their* and *vein*.

In order to account for these exceptions, we have to expand the rule to: I before E, except after C or when sounding like A, as in *neighbour* or *weigh*. But there are even exceptions to this! *Seize* has 'ei' even though there is no 'c', and it doesn't sound like *weigh*!

Forming the Plural

C Finish the rules of forming the plural. Don't forget to give an example of the rule in action too.

o If a noun ends in a /Y/ preceded by a vowel, ...

....

o If a noun ends in a /Y/ preceded by a consonant, ...

....

o If a noun ends in /-S/ or /-SS/ or /-Z/ or /-SH/ or /-CH/ or /-X/, ...

....

o If a noun ends in /-F/ or /-FE/, ...

....

Synonym

... ...aning of a word is the same as the meaning of ano...

... hen struggling to spell a specific word, you could come up with a synon...
are more confident in spelling. But remember – you also get marks for yo...
vocabulary, so try to use more complex words where relevant in your wo...

Common Digraphs

A digraph describes two letters that are put together to make a single sound.

o A homogeneous digraph is a pair of identic... ... ...r, ...g. *le**tt**er*.
o A heterogeneous digraph is a pai... ... ...re...etters, e.g. *phy**si**cs*.

/PH/ – m... ... ...na ...r *al**ph**abet*
...ma... ... ...e sound in *enou**gh*** or *dau**gh**ter* (unless at the beginning of a word...
...imarily makes the sound in *chee**se***, but also the sound in *Chri**s**tian* and *ma**ch**...
...makes the sound in *s**h**ine*
/TH/ – makes either the sound in *thin**k*** or the sound in *there*. Rarely does it make...
/T/ sound, e.g. *Thames*
/WH/ – makes the sound in *where* in most cases, but sometimes the sound in *who*
when followed by the letter /o/.

Possessives

Contractions

Independent Clauses

Lists

Plurals

Parentheses

Syntactical-deductive

Brackets

Semicolon

Quotation Marks

Colon

Syntactical-descriptive

Appositive

Describe how each punctuation mark can be used in different contexts. Don't forget to use an example of each punctuation mark in action too.

A

PUNCTUATION

Clauses

Segmental

Comma

Adverbs and Adjectives

Numbers and Dates

Lists

Ellipsis

Implic

Parenthetical Phrases

Dash

Omission

Em Dash

En D

Incomplete Senten

Nouns

Fill in the spaces below with a description of each type of noun. **A**

A **noun** is a thing, a place, a person or an event.

Proper versus Common

- A **proper noun** ....

  ....

- A **common noun** ....

  ....

Count versus Mass

- A **count noun** ....

  ....

- A **mass noun** ....

  ....

Collective

- A **collective noun** ....

  ....

Concrete versus Abstract

- A **concrete noun** ....

  ....

- An **abstract noun** ....

  ....

Conjunctions

Fill in the spaces below with a description of each type of conjunction. **B**

A **conjunction** is a word that connects sentences and clauses. Conjunctions are sometimes described as being connectives.

Coordinating

- A **coordinating conjunction** describes ....

  ....

  ....

Subordinating

- A **subordinating conjunction** describes ....

  ....

  ....

Correlative

- A **correlative conjunction** describes ....

  ....

  ....

Pronouns

... the table with the relevant ... details for personal pronouns. **C**

A ... on ... ds in place of a noun or noun phrase.

...nal

- A **personal pronoun** may express information such as case, person, number or gender.

Case	First Person	Second Person	Third Person	Number

...es.

...**possessive pronoun** represents ownership, e.g. *mine* or *their*.

Demonstrative

- A **demonstrative pronoun** represents a noun in a given context, e.g. *these, those, that* or *this*.

Indefinite

- An **indefinite pronoun** represents something inexplic... e.g. *anything/anyone/anybody* or *some... ...ebody*.

Relative

- A **relative pronoun** repr... s... ...ng/someone stated prior, e.g. *Sam ... ...ced ... exams, went to a top college.*

...flex... ...ciprocal

...re...xive pronoun represents self-action, e.g. *the robot destroyed **itself**.*

...**reciprocal pronoun** represents a relationship, e.g. *Rosie and Jim are related to **each other***.

Interrogative

- An **interrogative pronoun** features in questions, e.g. **who** *does this belong to?*

Deixis

English pronouns ... ...t. ...s means that their meaning can only be co... tely ... ...ded within a given context. For example, taken out ... ...t, ...k at *me*' does not indicate who '*me*' is. We can only ... ...d specifically who '*me*' is within context.

Verbs

Provide an example of each type of verb, using the definition to support you. **A**

A **verb** expresses action or state: a 'doing' word.

Intransitive
- An **intransitive verb** does not have a direct object, e.g.

....

Transitive
- A **transitive verb** has at least one (direct) object, e.g.

....

Copular
- A **copular verb** is a linking verb. Copular verbs are always succeeded by an adjective or a noun phrase, e.g.

....

Auxiliary
- An **auxiliary verb** helps the main verb in a sentence. Auxiliary verbs help express tense, aspect, modality and voice. They also allow us to invert sentences into questions, e.g.

....

- A **modal verb** is a type of auxiliary verb that helps express modality, which is a sense of force ranging from possibility to certainty to necessity (among others), e.g.

....

Regular versus Irregular
- Verbs are **regular** if, when they are inflected or conjugated, their morphology abides by the expected pattern of verb inflection or conjugation, e.g.

....

- Verbs are **irregular** if, when they are inflected or conjugated, their morphology does not abide by the expected pattern of verb inflection or conjugation, e.g.

....

- Some verbs have both regular and irregular inflections, e.g.

....

Finite and Non-finite Verbs

Finite verbs are the verb forms that indicate tense, grammatical person and number. The finite verb will also have a subject (though it may merely be implied).

For example: 'I *jog* home every day.'

Non-finite verbs on the other hand do not indicate tense, grammatical person or number. The non-finite verb is often an infinitive or participle form.

For example: 'I want *to swim*.'

Adjectives

Fill in the spaces below with a description of each type of adjective. **B**

An **adjective** describes or modifies a noun.

Attributive
- An **attributive adjective** describes

....

....

Predicative
- A **predicative adjective** describes

....

....

Nominal
- A **nominal adjective** describes

....

....

Adverbs

An **adverb** is a description or modification of a verb or adjective.

- **Adverbs** are responsible for modifying (changing) other parts of speech such as verbs or adjectives.
- Commonly identified by the presence of an -*ly* suffix, e.g. *lovely* or *extremely*; however, this is not a requirement, e.g. *it is often raining*.

Superlative and Comparative

A **superlative** is when an adjective or adverb is used to demonstrate that something has those qualities to the highest degree (e.g. *kindest*). A **comparative** is when an adjective or adverb is used to demonstrate that something has those qualities more than whatever it is being compared to (e.g. *kinder*).

Parse Trees – Breaking Down Constructions

Parse trees show the breakdown of the components in a construction. The highest level of component in a construction is called a *root node*. There will only be one (in this case, the sentence). The lowest levels of components in a construction are called *leaf nodes*, and these do not oversee other nodes in the construction. Any node between the *root node* and *leaf nodes* is called a *branch node*. Branch nodes link to two or more nodes in the subsequent level of components.

SUBJECT → VERB → OBJECT

English is an **SVO** language. One of the ways we express meaning is by combining words in this order.*

*There are exceptions!

A Give examples to demonstrate each of the three ways in which we can identify the subject of a sentence.

The subject of a sentence is usually either the actor/performer or the topic. It can be identified in **three** ways.

1 *Subject–Verb Agreement*

The **subject** of the sentence must agree with the *finite verb*.

....
....
....

2 *Syntactic Positioning*

The *finite verb* usually directly follows the **subject** (in declarative sentence structures).

....
....
....

3 *Semantic Function*

The **subject** of a sentence is usually the actor / performer of the action (in active voice sentence structures).

....
....

The verb of a sentence expresses action or state.

1 *Infinitive*

The simplest form of a verb is the **infinitive**.

The infinitive of *runs, running* and *ran* is **to run**.

To be is the infinitive of *am, are, is, was, were, be, being, been*.

2 *Main Verb*

The **main verb** of a sentence most important, operative a sentence.

John **swam** two laps. (Action)

John **is** happy. (State)

3 *Semantic Function*

You can ask yourself 'What action is taking place in this sentence?' The answer will be the verb.

The businesswoman **drove** to her meeting.

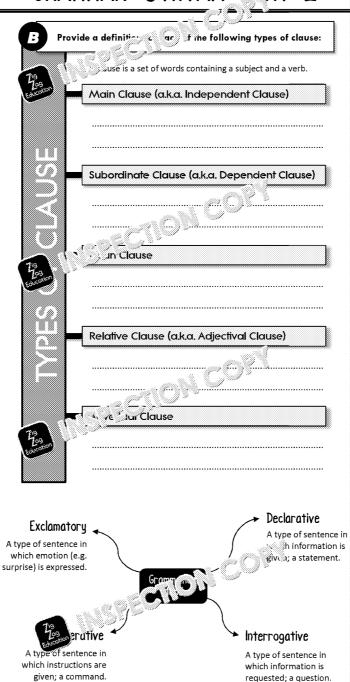**B** Give examples to demonstrate each of the three ways in which we can identify the object of a sentence.

The object of a sentence is usually the thing that is acted upon. It can be identified in three ways.

1 *Passive Sentence Transformation*

The **subject** becomes the **object** when active voice sentences are transformed into equivalent passive voice sentences.

....
....

2 *Syntactic Positioning*

The **object** usually follows the verb (in declarative sentence structures).

....
....
....

3 *Grammatical Case of Personal Pronouns*

With most personal pronouns, we can tell when they are the **subject** or the **object** based on their morphology.

....
....
....

A Provide a definition for each of the following types of phrase:

TYPES OF PHRASE

A phrase is a set of words containing a headword and its modifier(s).

Noun Phrase

....

....

Verb Phrase

....

....

Adjectival Phrase

....

....

Adverbial Phrase

....

....

Prepositional Phrase

....

....

B Provide a definition for each of the following types of clause:

TYPES OF CLAUSE

...clause is a set of words containing a subject and a verb.

Main Clause (a.k.a. Independent Clause)

....

....

Subordinate Clause (a.k.a. Dependent Clause)

....

....

...in Clause

....

....

Relative Clause (a.k.a. Adjectival Clause)

....

....

...ve ...ur Clause

....

....

Headwords and Modifiers – What are they?

A **headword** (or simply a **head**) is the word in a phrase that denotes what kind of phrase it is. For example, the headword in 'a small, violet flower' is a noun ('flower'); therefore, the phrase is a noun phrase. 'Small' and 'violet' are what we call dependents.

A **modifier** is the word (or words) that changes the meaning of something else within a given structure. In the case of phrases, the modifiers modify the headword. For example, the modifiers in 'a small, violet flower' are 'small' and 'violet', because they change the meaning (and our understanding or perception) of the headword 'flower'.

Exclamatory
A type of sentence in which emotion (e.g. surprise) is expressed.

Declarative
A type of sentence in which information is given; a statement.

Imperative
A type of sentence in which instructions are given; a command.

Interrogative
A type of sentence in which information is requested; a question.

A Fill in the table with examples of tense, aspect, person and voice.

		ASPECT						
		Simple		Progressive		Perfect		Perfect Progressive
TENSE	Past							
	Present							
	Future							
		Active	Passive	Active	Passive	Active	Passive	Active

VOICE

Section A – Reading

Text A – *Between the Acts*

I t was a summer's night and they were talking, in the big room with the window ██████ to the garden, about the cesspool. The county council had promised to bring water to the village, but they hadn't.

Mrs. Haines, the wife of the gentleman farmer, a goosefaced woman with eyes protruding as if they saw something to gobble in the gutter, said affectedly: "What a subject to talk about on a night like this!"

Then there was silence; and a cow coughed; and that led her to say how odd it was, as a child, she had never feared cows, only horses. But, then, as a small child in a perambulator, a great cart-horse had brushed within an inch of her face. Her family, she told the old man in the arm-chair, had lived near Liskeard for many centuries. There were the graves in the churchyard to prove it.

A bird chuckled outside. "A nightingale?" asked Mrs. Haines. No, nightingales didn't come so far north. It was a day... ro, chuckling over the substance and succulence of the day, over worms, snails, grit, even in sleep.

The old man in the arm-chair--Mr. Oliver, of the Indian Civil Service, retired--said that the site the... ... for the cesspool was, if he had heard aright, on the Roman road. From an aeroplane, he said, you could still se... y... ...a, the scars made by the Britons; by the Romans; by the Elizabethan manor house; and by the plough, when they plough... ll to grow wheat in the Napoleonic wars.

"But you don't remember..." Mrs. Haines began. No, not that. Still he did remember--and he was about to tell them what, when there was a sound outside, and Isa, his son's wife, came in with her hair in pigtails; she was wearing a dressing-gown with faded peacocks on it. She came in like a swan swimming its way; then was checked and stopped; was surprised to find people there; and lights burning. She had been sitting with her little boy who wasn't well, she apologized. What had they been saying?

"Discussing the cesspool," said Mr. Oliver.

"What a subject to talk about on a night like this!" Mrs. Haines exclaimed again.

What had HE said about the cesspool; or indeed about anything? Isa wondered, inclining her head towa... ...e ... ...an farmer, Rupert Haines. She had met him at a Bazaar; and at a tennis party. He had handed her a cup ... ...that was all. But in his ravaged face she always felt mystery; and in his silence, passion. At the tennis part... d ... ...s, and at the Bazaar. Now a third time, if anything more strongly, she felt it again.

"I remember," the old man interrupted, "my mother..." Of his mother he remembered that she was very stout; kept her tea-caddy locked; yet had given him in that very room a copy of Byron. It was over sixty years ago, he told them, that his mother had given him the works of Byron in that very room. He paused.

"She walks in beauty like the night," he quoted.

Then again:

"So we'll go no more a-roving by the light of the moon."

Isa raised her head. The words made two rings, perfect rings, that floated them, herself and Haines, like two swans dowr... Bu... his snow-white breast was circled with a tangle of dirty duckweed; and she too, in her webbed feet was entang'... ... ...sband, the stockbroker. Sitting on her three-cornered chair she swayed, with her dark pigtails hanging, and her ... ...ster in its faded dressing-gown.

Virginia Woolf (1942)

(http://zzed.uk/8214-woolf)

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Perambulator – a pram
Bazaar – a market or shop
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Bolster – a pillow

A What feature... punctuation c... you commen... extract provid...
- identify f... of senter... used
- look at h... used pur... how this... interpret...
- identify a... word cla...
- find exa... verb agr...
- detect su... and, by... determin... are any c... passive...

Section A – Reading

SPaG Analy

Text A – *Religion in School*

The Archbishop of York presided yesterday at a public meeting held at St. Ma___'s Grammar School, Scarborough, in support of the movement for the building of St. Cuthbert's College, Worksop, the latest of the seven schools in connection with the midland centre of St. Nicholas' College, founded by the late Canon Woodward. His Grace said that for many years he had known the working of those schools intimately. From first to last the boys were brought up in an atmosphere of religion. He did not mean by that in a hot-bed of religion, far from it, but from first to last they could not be but conscious of the influences of the strongest and healthiest kind surrounding those admirable schools. (Applause.) Everything was done on the basis of the Church of England, there was no compromise; there was no burying out of sight awkward questions; no pecking away at the dogmas of the Church in order to make them palatable to people who came to the schools. (Applause.) In these days when the tendency was – they saw it and they could not be blin___ to it – if not to eliminate religion from the ordinary course of education, to put it away in a corner and look upon it as an extra ____ educational life, like dancing or music, it was a great strength to all religious schools in England that the Woodward __ sh___ nail their colours – The Bishop of Hull, Mr H. Darley, the Dean of York, and Archdeacon Palmes also spoke.

__le__ __orthern Daily Mail (1894)

Glossary:
Dogma – an idea or a belief to be accepted without challenge or question
Nail their colours (to the mast) – to be open about one's beliefs
(particularly in a defiant way)

With thanks to The British Newsp___ ___ (w__.BritishNewspaperArchive.co.uk)

Text B – *Secular schools 'more appropriate than faith schools' in diverse Britain*

The Times has reported that pupils from Muslim backgrounds outnumber those from Christian families in more than 30 Church of England faith schools, and that one Anglican school's population is from an entirely Muslim background.

One school even describes itself as "a church school serving a majority Muslim community".

Professor Alan Smithers of the centre for education at the University of Buckingham told the Times that secular schools w___ r ___ appropriate than faith schools, and that some of the Anglican faith schools should be converted.

"The Church of England has traditionally provided education in this country but now that risks bein___ ____ ___able experience for the Muslim pupils that fill many of these schools.

"It must also be very confusing for the handful of Christian pupils in some of them. It w___ ___ l___ ___a_these schools become secular institutions."

Stephen Evans, the campaigns director of the National Secular Society, endorsed P___ Smither's comments, and said that the Times' report "exposed the anachronism in our education system."

"A 19th century system of education simply isn't appropriate for 21st century Britain. The time has come to consider ways in which we can move towards a truly inclusive secular education system in which religious organisations play no formal role.

"The Church claims that its schools, funded by taxpayers, are not faith schools but 'church schools serving the local community'. This reassurance means very little given the priority they put on evangelising children and young people to stop the Church's ongoing collapse.

"We have supported non-Sikh parents allocated to a Sikh faith school against their wishes, Muslim parents allocated to a Christian school when they wanted a community school, Muslim parents allocated to an Orthodox Jewish school, and all across the country non-religiou___ parents are often left with no practical option but to send their child to a faith school. These absurdities are the obvious result of h___ ___ such a heavily faith-based education system."

The Catholic Education Service told the Times that 90% of pupils at one Catholic school were Muslim.

Mr Evans added: "There is also an integration concern. In such a religiously diverse country it sh___ __ ___ __ ___ing indeed to find any school where all pupils share one religious background. But as we know from resear___ ___e ___ ___ Casey Review on integration, there are emerging religious ghettoes in the UK."

Glossary:
Secular – of a belief that religion should have no influence over education or government
Anachronism – something that is outdated; inappropriate for the current times
Evangelising – converting someone to Christianity

National Secular Society (2017)

(zzed.uk/8214-secular-schools)

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