

# Module 4: Rules and tools - Punctuation

**Group:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

**Location:** \_\_\_\_\_

## Aims

- To revise and brush up the rules of punctuation

## Outcomes

Participants will:

- Understand what a sentence is
- Revise use of full stops, question marks and exclamation marks
- Know when to use capital letters and commas

Activity and time	Tutor activity	Learner activity	References
<b>Recap on previous session</b> 10 minutes	<ul style="list-style-type: none"><li>• Informal questioning from previous week's activities.</li><li>• Support test preparation by introducing relevant level 1 and/or level 2 examples of test questions as part of previous session recap.</li><li>• Introduce aims and outcomes <b>slides 1-3</b>.</li><li>• Refer back to Module 3 - <b>Activity 1: 'Room for improvement' exercise</b>. Note how the punctuation issues evident in that activity will be addressed through this module along with other aspects of sentence structure and punctuation.</li></ul>	<ul style="list-style-type: none"><li>• Listen and respond</li></ul>	

Activity and time	Tutor activity	Learner activity	References
<p><b>What is punctuation?</b> 45 minutes</p>	<ul style="list-style-type: none"> <li>• Ask the question 'What is punctuation?' and flip chart responses.</li> <li>• Clarify definition with <b>slide 4.</b></li> <li>• Draw attention to <b>Handout 1: Punctuation.</b></li> <li>• Read the two versions of the extract out loud to reinforce the role of punctuation in clarifying meaning.</li> <li>• Ask participants to correct the word order of the sentence on <b>slide 5.</b> smart uniforms the staff wear'.</li> <li>• Explain how they have demonstrated their understanding of sentence structure and grammar by their automatic response: 'The staff wear smart uniforms.'</li> <li>• Using the sentence on <b>slide 5</b> as a basis for discussion demonstrate sentence structure including the role of verbs and nouns.</li> <li>• Invite participants to contribute to discussion using <b>Handout 2: Nouns and verbs, to support.</b></li> <li>• Ask participants to complete <b>Activity 1</b> and take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Complete activity</li> </ul>	<p>Ws/L1.2 Ws/L2.2</p>

Activity and time	Tutor activity	Learner activity	References
<b>Sentence endings</b> 30 minutes	<ul style="list-style-type: none"> <li>Show <b>slide 6</b> and draw attention to <b>Handout 3</b> to support explanation and demonstration of appropriate sentence endings i.e. full stops, question marks and exclamation marks.</li> <li>Ask participants, in pairs to complete <b>Activities 2 &amp; 3: Full stops &amp; sentences, question &amp; exclamation marks.</b></li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> <li>Engage in discussion.</li> <li>Complete activity.</li> </ul>	Ws/L1.3 Ws/L2.4
<b>Break</b> 20 minutes			
<b>Commas and capitals</b> 45 minutes	<ul style="list-style-type: none"> <li>Explain and discuss the purpose and use of commas in writing using <b>Handout 4</b> to support discussion.</li> <li>Ask participants, in pairs to complete <b>Activity 4 &amp; 5: Commas.</b></li> <li>Take feedback.</li> <li>Explain and discuss the purpose and use of capital letters in writing using <b>Handout 5</b> to support discussion.</li> <li>Ask participants, in pairs, to do <b>Activity 6.</b></li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> <li>Engage in discussion.</li> <li>Complete activities.</li> </ul>	Ws/L1.3 Ws/L2.4
<b>Contextualised questions</b> 20 minutes	<ul style="list-style-type: none"> <li>Introduce <b>Activity 7: Consolidation questions.</b></li> <li>Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Complete consolidation questions.</li> </ul>	
<b>Recap session</b> <b>Evaluation</b> 10 minutes	<ul style="list-style-type: none"> <li>Summary.</li> <li>Ask participants to complete evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> </ul>	SLIr/L1.1 SLIr/L2.4

### Resources/aids

- Handouts/activity sheets on sentence structure
- Handouts/activity sheets on sentence endings
- Handouts/activity sheets on commas and capitals
- Consolidation questions

## Assessment evaluation


Participants will be assessed using – product, discussion

This session plan covers the following descriptors for the KSF: Core 6 Level I a,b,c,d,e


## Individual learning planning

Learner	Skills	Activity/ Resources	Evaluation (where next?)

get on at work



**Module 4 : Rules and Tools-  
Punctuation**



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get on at work **Aims**

- To revise and brush up rules of punctuation



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get on at work **Outcomes**

Participants will

- Understand what a sentence is
- Have revised the use of full stops, question marks and exclamation marks
- Know when to use capital letters and commas



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### What is punctuation?

- Punctuation is the use of marks and spaces to show meaning in writing.
- When we speak we pause when we have finished a thought, or when we change the subject.
- We use our voices to clarify meaning - louder or softer, up and down for questions or commands.
- **When we write we use punctuation marks to make our writing clearer and easier to read.**



### Does it make sense?

Smart uniforms the staff wear



### What is a sentence?

- A sentence is a group of words that makes complete sense [expresses a complete idea.]

A sentence may be a

- **Statement:**  
The ambulance arrived at the scene.
- **Question:**  
Has the ambulance arrived yet?
- **Command:**  
Call for an ambulance!



# Activity summary and guidance

## Module 4

### **Activity 1: Verbs and nouns**

Discuss with the participants the structure of sentences, in particular how they are built using verbs and nouns. Explain that whilst it may be acceptable for informal writing such as notes and messages to be written in incomplete sentences, it is imperative that all formal writing should be structured in the appropriate way. Information can be misinterpreted and not acted on correctly if the detail is not explicit. The participants need to be fully aware of how sentences should end and the correct punctuation which is used. The emphasis also needs to be placed upon the correct use of capital letters. This will lead into the next activity.

### **Activities 2 & 3: Full stops & sentences, question and exclamation marks**

Having explained the sentence structure in the previous activity, the participants should have some knowledge in the use of capital letters and apply them appropriately in this activity, together with full stops. They need to be able to understand that sentences do not need to be complex and that simple sentences can also be short providing they contain a verb and a noun.

Ending sentences can lead to some confusion so the participants need to be aware of the different types of ending and how writing can inform the reader e.g 'Stop the car.' would be interpreted as a simple instruction. However, if the text was written as 'Stop the car!' The emphasis changes to that of an order and possibly an urgency.

### **Activities 4 & 5: Commas**

The object of this activity is to focus on using commas appropriately both for lists and phrases and clauses. The participants need to understand that by 'lists' this does not just apply to 'shopping lists' or 'Christmas present lists' but also lists of activities which are sequenced. This use of sequencing will also help them when completing writing activities later on in Session 7.

The use of commas for phrases and clauses is generally more difficult for participants to understand. The general understanding is that if the phrase was lifted out of the sentence would that sentence still stand up on its own and make sense? E.g. The old man, who was on ward 22, passed away last night. If the additional phrase were to be removed then the sentence still makes sense – The old man passed away last night.

### **Activity 6: Capital letters**

Having discussed the use of capital letters, this activity is used to consolidate their understanding. It is important to stress that I, as a personal pronoun, should always, without exception, be written as a capital.

If there is access to Internet connectivity, it would also be helpful for the participants to consolidate any of the learning in this module with the Skillswise website. Participants may have access at home if not in work so it would be useful to give out the website address for them to access at a later stage.

### **Activity 7: Consolidation exercise**

The aim of this activity is to consolidate the learning that has taken place in the session. The questions are presented in a multi-choice format. The opportunity should be taken to establish links with the Certificate in Adult Literacy assessment.



# Recap test preparation questions - Level 1

Farm Cottage to Let: £300 / Month	line 1
A small farm cottage is available to let.	line 2
The tenancy would suit a young couple.	line 3
Both with jobs in the surrounding area.	line 4
A cheaper rent is offered in exchange	line 5
for occasional help in the farmhouse	line 6
and with the livestock, No previous	line 7
experience of farming was necessary.	line 8
The let can start at the end of July.	line 9
For further enquiries, contact Sheila or	line 10
John on 01458 736421	line 11

1. The correct spelling of the word available on line 2 should be:

- A available
- B avable
- C available
- D available

2. The correct spelling of the word 'necessary' on line 8 should be:

- A necessary
- B necessary
- C necessary
- D necessary

# Recap test preparation questions - Level 2

From: Amanda

line 1

To: Richard

line 2

Miss Crawshaw, the lady who runs Flights Unlimited, phoned at 11.30 a.m. about her company's new computer system you installed.

line 3

line 4

Apparently there's something not quite right with it and she needs

line 5

your advise. She's asked if you could phone her back some time

line 6

today or tomorrow (preferably today if possible). Her number's 0123

line 7

45678. She seemed quite annoyed and said it's the third time she has

line 8

had to call you. Please insure that you give this priority.

line 9

There is a spelling mistake on

A line 4

B line 5

C line 6

D line 9

A word has been incorrectly used on

A line 5

B line 7

C line 9

D line 10

# Activity 1: What is a sentence?

Look at the following lines of writing. Tick the ones you think are complete sentences and put a cross against those which are not.

1. The session I had was
2. The Training Manager gave me some information
3. It was about
4. I had two weeks to finish it
5. The patient and her relatives
6. I was tired
7. I could not help it
8. The shift started earlier
9. I was late for
10. The relative did not stay

## Activity 2: Punctuation – full stops and capital letters

### Exercise 1

Read the passage below:

To support personal development and career progression, there is the NHS Knowledge and Skills Framework, linked to annual development reviews and personal development plans. The system is designed to replace outdated demarcations and allows staff to progress by taking on new responsibilities. This will allow jobs to be designed around patient and staff needs, improving overall productivity and the job satisfaction for staff. The new system has also introduced standard arrangements for hours, annual leave and overtime.

**Put a circle round the full stops.** The full stops are used to show where the sentences end. How many sentences are there? There are \_\_\_\_\_ sentences in the passage

### Exercise 2

Tick True or False	True	False
1. Sentences can be short and simple.		
2. Sentences always begin with a capital letter.		
3. Sentences are always the same length.		
4. Sentences sometimes end with a question mark.		
5. Sentences sometimes end with an exclamation mark.		
6. Sentences sometimes end with a comma.		

### Exercise 3

Are these sentences? Tick to say Yes or No.	Yes	No
1. the ward is very busy		
2. up the wall		
3. I understand		
4. in the case notes		
5. needs pain relief		
6. can you believe it		
7. do it now		
8. he's sick		
9. on 21st August		
10. running down the road as fast as she possibly could		

### Exercise 4

Add to these simple sentences to give more information.

Example: She gave the injection.

She gave the injection to the patient for pain relief.

1. I ate.

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2. It was raining.

---

3. Can you do it?

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4. The ward was quiet.

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5. The doctor was doing his rounds.

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## Exercise 5

Now look at these. They are not sentences. Add to them to make them sentences.

Example: on the ward

She worked with a nice group of people on the ward.

1. worst of the lot

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2. at the end of the day

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3. pushing his trolley

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4. too much sun

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5. in the case notes

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## Exercise 6

Each of the following 1 – 6 have been written as one sentence but in fact they are two sentences. Put in the full stops and capital letters to show where the first sentence stops and the second one starts.

Example: We went into the street it was very dark.

We went into the street. It was very dark.

1. The bus was early we had to run to catch it.

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2. I'm returning these case notes to you they need updating.

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3. She works double shifts on Wednesdays she needs to take a rest.

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4. We're always hearing about prisoners does anyone ever think about their victims?

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5. Try the next ward I think the patient is there.

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6. Here you are at last it's about time too!

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# Activity 3: Sentence Endings

## Question marks

1. Six of the following ten sentences need question marks. Which are they?

- A What is the date
- B Is it time you went to school
- C There is pizza for supper
- D He had seen it, hadn't he
- E Julie is nowhere to be found
- F Where does that lead to
- G He wonders what they are discussing
- H Is that the absolute truth
- I The fire is out of control
- J Do you know what time it is

2. Make up five questions each beginning with one of the following:

- A Who?   B What?   C Why?   D When?   E How?

## Exclamation marks

3. Which of these sentences could end with an exclamation mark?

- A Clear off
- B Have a cup of tea, Jane
- C What a beautiful picture
- D I've had my tea, thanks
- E I wonder what his name is
- F Don't drop that video recorder
- G There is the new chip shop
- H I like a quiet evening by the fire
- I Run
- J He's killed the lecturer

## Question marks and exclamation marks

4. What punctuation mark is needed in the brackets?

- A I wonder what the Greek Islands are like(1)
- B Do you know what the blouse is made of(2)
- C It is absolutely rotten (3) Is it really(4)
- D She has done nothing that you asked her to do(5)
- E Good heavens, he is nowhere to be found(6)
- F Ask her where the train is going to(7)
- G "What is all this about (8)" asked the teacher(9)
- H "Help (10) help (11) help (12)" came the cry from the pit(13)
- I "Why do some people make such a fuss (14)" asked Graeme(15)

5. Fill in whichever punctuation marks are correct where indicated.

- A Where have you put my money (1) Give it to me immediately(2)
- B "One woman, one vote (3) One woman, one vote (4)" they yelled as they marched through Mansfield.
- C Where are the gloves that Auntie gave you for Christmas (5)
- D It is made of plastic, isn't it (6)



# Activity 3: Sentence Endings - Answers

## Question marks

1. Six of the following ten sentences need question marks. Which are they?

- A What is the date?
- B Is it time you went to school?
- C There is pizza for supper
- D He had seen it, hadn't he?
- E Julie is nowhere to be found
- F Where does that lead to?
- G He wonders what they are discussing
- H Is that the absolute truth?
- I The fire is out of control
- J Do you know what time it is?

2. Make up five questions each beginning with one of the following:

- A Who?   B What?   C Why?   D When?   E How?

**Learners' own words.**

## Exclamation marks

3. Which of these sentences could end with an exclamation mark?

- A Clear off!
- B Have a cup of tea, Jane
- C What a beautiful picture!
- D I've had my tea, thanks
- E I wonder what his name is
- F Don't drop that video recorder!
- G There is the new chip shop
- H I like a quiet evening by the fire
- I Run!
- J He's killed the lecturer!

## Question marks and exclamation marks

4. What punctuation mark is needed in the brackets?

- A I wonder what the Greek Islands are like(.)
- B Do you know what the blouse is made of(?)
- C It is absolutely rotten (.). Is it really(?)
- D She has done nothing that you asked her to do(.)
- E Good heavens, he is nowhere to be found(!)
- F Ask her where the train is going to(.)
- G "What is all this about (?.)" asked the teacher(.)
- H "Help (I?) help (I!) help (I!)" came the cry from the pit(I.)
- I "Why do some people make such a fuss (?.)" asked Graeme(.)

5. Fill in whichever punctuation marks are correct where indicated.

- A Where have you put my money (?) Give it to me immediately(!)
- B "One woman, one vote (!) One woman, one vote (!)" they yelled as they marched through Mansfield.
- C Where are the gloves that Auntie gave you for Christmas (?.)
- D It is made of plastic, isn't it (?.)

## Activity 4: Commas (for lists)

Please read the following sentences and insert commas where necessary. Number of commas required indicated in brackets.

1. You need to bathe dress and feed the patient. (1)
2. She used antiseptic cream gauze and a bandage. (1)
3. The staff on Ward 22 were Pat Joan Sarah and Amy. (2)
4. The ward manager asked us to clean sweep mop and scrub each ward. (2)
5. The duty roster for next month includes Saturday Sunday Bank Holiday Easter and rest days. (3)
6. To get to the ward go up the stairs turn left then first right and the ward is on the left. (2)
7. The lunch today is mince potatoes and carrots followed by bananas rice and custard. (2)
8. You need to read the case notes prioritise your duties and then act upon them. (1)
9. The patient looked pale tired and poorly. (1)
10. Please pass on the book magazine sweets and fruit to Mrs Jones on Ward 5. (2)

## Activity 5: Commas (for phrases & clauses)

1. The patient who was admitted last night was discharged by the doctor this morning. (2)
2. Dr. Richmond who has worked for the hospital for ten years is retiring next month. (2)
3. The ward which was closed for refurbishment has now been re-opened. (2)
4. Last week when we were short staffed turned out to be the busiest week we had ever had. (2)
5. The canteen which is run by an agency is closed on Tuesdays. (2)
6. The family who live in North Wales come every day to visit the patient. (2)
7. Mrs. Edmonds the frail old lady was allowed to go home. (2)
8. The social club which is run voluntarily is having to reduce the hours of opening. (2)
9. At the end of May on either 28th or 29th the duty roster will be completed. (2)
10. The new hospital when it is built will be accessible to everyone. (2)

## Activity 6: Capital Letters

Please read the following sentences and insert capital letters where necessary.

1. i work at the hospital. (1)
2. we went to the shop to buy the patient a tv times magazine. (4)
3. the ksf will be implemented within the nhs very soon. (7)
4. mr fisher is a patient on the ward i work on. (3)
5. my colleagues and i are going to work on easter monday. (4)
6. we are going to work at the new hospital. (1)
7. sue left to work in grangeland park hospital. (4)
8. the hca was busy helping mr. roberts to get dressed. (6)
9. the address of the hospital is pd42 6xt. (5)
10. she is now working in a&e (3)

# Activity 7: Consolidation exercise

1. Which one of the following is a verb (doing word)?

- A walk
- B thermometer
- C computer
- D ward

2. Which one of the following ISN'T a verb (doing word)?

- A walk
- B talking
- C thermometer
- D cooked

3. Which one of these is a sentence?

- A The ward busy all day.
- B I can the KSF.
- C It rained all day yesterday.
- D All day yesterday.

4. What is missing in the following sentence?

**she always works late on the ward on Fridays.**

- A A capital letter
- B A verb
- C A comma
- D A question mark

5. What is missing in the following sentence?

**Pauline and Dot work in the laundry**

- A A capital letter
- B A question mark
- C A verb
- D A full stop

6. What is missing in the following sentence?

**What time is it, Sonia**

- A A question mark
- B A full stop
- C An exclamation mark
- D A verb