

Module 5: Rules and tools

Punctuation and Proofreading

Group: _____

Tutor: _____

Location: _____

Aims

- To revise rules of punctuation and to introduce approaches to proofreading

Outcomes

Participants will:

- Know when to use apostrophes for contraction and belonging
- Be able to identify errors through effective proofreading

Activity and time	Tutor activity	Learner activity	References
Recap on previous session 10 minutes	<ul style="list-style-type: none"> • Informal questioning from previous week's activities. • Support test preparation by introducing relevant level 1 and/or level 2 examples of test questions as part of previous session recap. • Introduce aims and outcomes using PowerPoint slides 1-3. 	<ul style="list-style-type: none"> • Listen and respond 	SLlr/L1.2
Apostrophes 30 minutes	<ul style="list-style-type: none"> • Explain and discuss the use of apostrophes for contraction using slide 4 to support. • Introduce Activity 1: Apostrophes for contraction. • Invite participants to carry out activity in pairs. • Feedback responses. • Note the need to avoid common error of not positioning the apostrophe where the letters have been omitted e.g. do'nt. 	<ul style="list-style-type: none"> • Discuss current use of apostrophes • Complete activity on contracted apostrophes 	Ws/L1.3 Ws/L2.4

Activity and time	Tutor activity	Learner activity	References
Apostrophes 30 minutes	<ul style="list-style-type: none"> • Introduce apostrophes for belonging by showing slide 5 and asking the question ‘Who do the records belong to?’ • Explain and discuss the use of apostrophes for belonging using slide 6 to support explanation. • Introduce Activities 2 & 3: Apostrophes for belonging. • Invite participants to carry out activities in pairs. • Feedback responses. 	<ul style="list-style-type: none"> • Discuss current use of apostrophes • Complete activity on apostrophes for belonging 	Ws/L1.3 Ws/L2.4
Break 20 minutes			
Proofreading 60 minutes	<ul style="list-style-type: none"> • Explain the importance of careful proofreading using slides 7 and 8 to support explanation. • Introduce Activity 4: Proofreading. • Ask participants to complete activity in pairs. • Feedback and discuss outcomes. • Show slide 9 and discuss approaches for proofreading for spelling. • Introduce Activity 5: Proofreading for spelling errors. • Ask participants to complete activity in pairs. • Feedback and discuss outcomes. • Summarise proofreading tips using slide 10 to support. 	<ul style="list-style-type: none"> • Listen and respond • Complete activity • Engage in discussion • Complete activity • Engage in discussion 	Rt/L1.5 Rt/L2.7 SLd/L1.1 SLd/L2.4

Activity and time	Tutor activity	Learner activity	References
Contextualised questions 20 minutes	<ul style="list-style-type: none"> • Introduce Activity 6: consolidation questions. 	<ul style="list-style-type: none"> • Complete consolidation questions 	
Recap session 10 minutes	<ul style="list-style-type: none"> • Summary. • Ask participants to complete evaluation. 	<ul style="list-style-type: none"> • Listen and respond 	

Resources/aids

- Activity sheets on apostrophes
- Activity sheets on proofreading
- Consolidation questions [**Activity 6**]
- Highlighter pens
- Computer access/BBC Skillswise

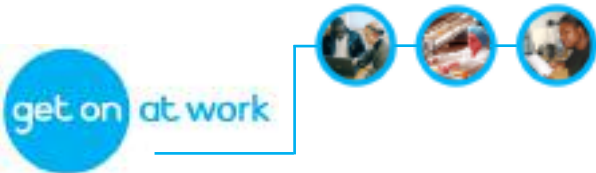
Assessment evaluation

Participants will be assessed using – product, discussion

This session plan covers the following descriptors for the KSF: Core 2 Level 1 c,d,e

Individual learning planning

Learner	Skills	Activity/ Resources	Evaluation (where next?)



Module 5 : Rules and Tools - Punctuation and Proofreading





Aims

- To revise and brush up rules of punctuation and introduce approaches to proofreading





Outcomes

- Participants will
- Know how to use apostrophes for contraction and belonging
 - Be able to identify errors through effective proofreading





Apostrophes – for contraction

Contraction

Examples:

- They've - They have
- It's - It is or it has



Who do they belong to?

The patients records



Apostrophes - belonging

Belonging

Examples:

- Julie's car - the car belonging to Julie
- The trainer's file - the file belonging to the trainer
- The nurses' uniforms - the uniforms belonging to the nurses





Proofreading

- Writing needs to be checked carefully for mistakes.
- There may be errors relating to spelling, punctuation and meaning.
- Proof reading can be difficult because we often read what we think we have written rather than what is exactly there.





Proofreading for meaning

- Punctuation will often affect the meaning of what we write.
- When checking writing 'read' the punctuation marks.
- Read the writing out loud to 'hear' mistakes - incomplete sentences, words missing etc





Proofreading for spelling

- Check spellings slowly reading one sentence at a time.
- Check single word spellings - missing letters, wrong letter combinations etc by starting at the end and moving backwards. This stops you reading what you think is there because there is no meaning to help you.
- If you use a spell check on your computer look particularly for words which are spelt correctly but have the wrong meaning.
Examples:
Their/there no/know



get on at work

Proofreading tips

- Don't read for meaning, spelling and punctuation at the same time.
- Take one sentence at a time and read it slowly. Look out for missing words or extra words.
- If you can, ask someone else to read it through for you.
- If you can, leave what you've written for a while before proofreading. You may notice more because it will be like reading it for the first time.



Activity summary and guidance

Module 5

Activity 1 Apostrophes for contraction

The aim of this activity is to ensure that the participants are fully aware of the correct use of apostrophes in contracted words. It is helpful for them to be able to write out contracted words and also change contracted words into their formal versions in order to demonstrate their complete understanding.

It can be explained that whilst contracted words are useful, they are used mainly in informal text and that it is not generally acceptable to write them in formal writing. This will also be apparent when looking at reading and writing in modules 6 & 7.

Activity 2 & 3 Apostrophes for belonging

The purpose of these activities is to develop the participants understanding of apostrophes and the appropriate use, in particular, when using them to show belonging. Links can be made to the slide which states – ‘The patients records.’ Discussion can then take place around how many patients are being talked about. Whose records are they? Do they belong to one patient or many patients? It needs to be explicit that, as the writer, it is that person who makes that decision and the reader can then easily understand how many people or objects are being discussed. Another example could be ‘The pubs glasses.’ Again, how many pubs are we talking about? We know that a pub can have many glasses belonging to it but also many pubs will have many glasses belonging to them. Only the writer determines how many are being discussed.

Activity 4 Proofreading

The purpose of this activity is to encourage the participants to identify punctuation, spelling and grammatical errors. The activity can be carried out in two ways depending on whether or not there is access to computers. If there are no computers, then the **Activity 4** worksheet can be used as it stands and the participants have to identify the spelling, grammatical and punctuation errors.

If there is access to computers, the activity could be made a little more interesting by loading the additional Executive summary worksheet onto all the computers available. The tutor would need to print off two copies of the worksheet for each of the participants, calling them copy A and copy B. The idea of the activity would be for each participant to make alterations to the text on the screen and note them down on copy A. They would be allowed to make up to 10 alterations. They would then swap places with another participant and try and identify the errors on the new screen and note them down on copy B. The difficulty being that neither partner knows how many errors they are looking for. There may be 2, 3, 7 etc so they would have to proofread very carefully. Once they are convinced that they have spotted all the errors, they then get together with their partner and discuss what they have found and see if they have discovered every error. Group discussion can take place following either of these activities with feedback taken on the difficulty of spotting errors. It is useful to stress the importance of the participants checking their own written work for any errors. This activity consolidates all the previous sessions as they are listening to instructions, speaking with their partners and conveying information, demonstrating body language and also ensuring that they fully understand the use of punctuation and grammar.

Activity 5 Proofreading for spelling errors

This is a follow-on activity which enables participants to consolidate previous learning from module 3 and allows further discussion on spelling strategies.

Activity 6 Consolidation questions

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

Bed and Breakfast

MILL CLOSE FARM, Wharfedale, West Yorkshire

Open March to October

line 1

Our family home offers personal service and a warm welcome. Our traditional farmhouse retains its original interesting character and is decorated with quality furniture and antiques.

line 2

line 3

line 4

The comfortable accommodation offers peace and tranquillity off the beaten track. The spacious bedrooms all have private bathrooms.

line 5

line 6

line 7

A terraced area and a walled garden with patio and summer house. The gardens and grounds is available for the use of guests.

line 8

line 9

For further details contact John or Carol Highfield, 01256 546231

line 10

There is a grammatical error on

- A line 2
- B line 3
- C line 5
- D line 9

There is an incomplete sentence on

- A line 5
- B line 6
- C line 8
- D line 9

Recap test preparation questions - Level 2

To: All Staff line 1
From: Amy Roberts line 2
Date: 8th May line 3
Subject: Annual Team Outing line 4

As summer is rapidly approaching, we need to line 5
decide what we would prefer to do for our annual line 6
celebration. If you have any ideas please let me line 7
know as soon as possible. You can call me on line 8
extension 125, send an internal e-mail or leave a note in my line 9
pigeonhole in reception. Newcomers to the line 10
company might like to know that last year we went line 11
bowling in the afternoon and then had a meal at a local line 12
pub in the evening. It was great fun but this year line 13
-----like to organise something a little line 14
different. I've already considered a couple of line 15
alternatives but would appreciate your suggestions. line 16
Please don't hesitate to share your ideas! line 17

There is a comma missing on

- A line 7
- B line 9
- C line 11
- D line 16

The correct words to use in the space on line 14 are

- A we could
- B we will
- C I would
- D I shall

Activity 1: Apostrophes (for contractions)

Apostrophes are used for:	Examples	
Showing that one or more letters have been missed out of words, which are joined together.	Hasn't	has not
	It's	it is
	Can't	can not
	They're	they are
	NB Won't	will not

Please read the following sentences and insert apostrophes where necessary.

1. Its snowing, so youd better be careful when you cross the car park. (2)
2. I dont like working on Sundays. (1)
3. David told me youve been to see the new hospital.You shouldve asked me. Id liked to have gone too. (3)
4. Weve seen the x-ray and well put a plaster cast on. (2)
5. I cant open this wrapper because hes taken the scissors. (2)
6. Ann wont let her young patients watch television if they havent had enough sleep.(2)
7. The patient says he doesnt want visitors today as hes tired and needs to rest. (2)
8. Lynne says her sisters selfish because she wont let her use her car to get to work. (2)
9. The new patient doesnt like taking tablets and cant swallow them. (2)
10. I know you havent been to theatre yet. Im sure youll be going soon. (3)

Activity 2: Apostrophes (to show belonging)

An apostrophe is followed by s ('s) is used for:	Examples
Showing that something belongs to someone or something.	Tim's bed <i>The bed belonging to Tim</i> The doctor's ward round <i>The ward round belonging to the doctor</i>
Sometimes you can say 'of' instead of 'belonging'.	My sister's friends <i>The friends of my sister</i>

NB

Never use an apostrophe when you add s to make a plural (more than one). Apples and pears grow on trees. ✓ Apple's and pear's grow on tree's. ✗

I did not think the above example was perhaps the best one to give as the apples and pears do belong to the tree!

Please read the following sentences and insert apostrophes where appropriate.

1. The old mans wound is very sore. (1)
2. The nurses uniform looked very smart. (1)
3. Lisa did Carols shift as she was off sick. (1)
4. The wards food was late coming. (1)
5. My wards rules state you must only have 2 visitors to a bed. (1)
6. The doctor looked at a patients records and decided to operate. (1)
7. The duty doctors name is Dr. Mumjab. (1)
8. Is this Richards or Michaels patient? (2)
9. Can you pass the patients notes so I can treat her? (1)
10. The hospitals car park is always very busy. (1)

Activity 3: Apostrophes (to show belonging) for plurals

Apostrophes (s') are sometimes used:	Examples
To show when one or more things belong to more than one owner.	The dog's tail <i>The (one) tail belonging to the (one) dog.</i>
In this case, the apostrophe goes after the plural s.	The dogs' tails <i>The (many) tails belonging to the (many) dogs.</i> The pub's glasses <i>The (many) glasses belonging to the (one) pub.</i> The pubs' glasses <i>The (many) glasses belonging to the (many) pubs.</i>

Please read the following sentences and insert apostrophes where necessary. Remember the plural rule!

1. The wards doctors are doing their rounds soon. (1)
2. The elderly peoples home is willing to take new referrals. (1)
3. The new ladies uniforms have arrived for them to try on. (1)
4. The doctors waiting lists are very long. (1)
5. The hospitals front is being re-designed as it needs a facelift. (1)
6. Sue and Lindas leaving party is next Friday. (1)
7. The wards floors will need a really good clean today. (1)
8. The doctors faces were similar, but they are not related. (1)

Activity 4: Proofreading activity

The NHS team – career options

Education and training

Increasingly, many staff in the NHS are finding that their role is expanding and offering increasing responsibility. Many professions have clear routes for development, whilst other jobs may offer less structured methods. Either way there are many opportunities for career progression and development within the NHS.

New entrants and returners

NHS Careers offers information on the range of careers that the NHS can offer it encourages, and supports those interested in joining the NHS; those wanting to return and those looking for specific job opportunities in the NHS. If you have any questions about working in or returning to the NHS, call NHS Careers on 0845 60 60 655 or e-mail your questions from this website.

Existing NHS staff

For staff already working in the NHS, the NHSU, a new kind of learning organisation, aimed at all staff working in health and social care, provides a helpline (u-i) which offers information and advice on learning opportunities. u-i encourages and supports current employees, managers and those planning to join pre-employment programmes. Whether you are a qualified healthcare profession or a member of the wider healthcare team, u-i is able to help you make choices about your learning. The service can also give advice on funding your studies and on the different types of support that will be available while your learning.

The NHSU's regional information advice and guidance (IAG) coordinators can offer help to managers who would like to develop their own provision of information and advice on learning in health and social care. Contact details are available from u-i.

Call u-i on 08000 150 850.

Activity 4: Proofreading - Answers

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Activity 5: Proofreading for spelling errors

Can you spot the spelling mistakes?

Dean is applying for a new job. This is the personal statement he wants to put on his application form, but it contains 15 spelling mistakes. Can you find them and correct them?

I began working as a volunteer with elderly people suffering from senil dementia within the comunity when I was an adollesent.

During the last two years I have worked as a domisiliary care assistant, helping clients with personal higien including bathing, dressing and using the toilet. I have also been responsible for household care and shopping.

I believe that I have a proffessional attitude towards caring for the health of my clients, taking into account the importance of their intelecshal, emoshunal and social well-being as well as their fisical health.

In the future I should like to be part of a speculust team ensuring that the elderly receive effective care provison in an invirunment that promotes self-esteeme without discriminashun.

Write the correct spellings here:

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

Activity 6: Consolidation questions – Proofreading

1. Which of these should you look for when proofreading?

- A missing words
- B spelling errors
- C capital letters in the wrong place
- D all of the above

2. Dear Patients

During the last six months there have been several accidents involving parked cars outside the hospital gates. For this reason we ask all patients and relatives to please use the public car park at the end of the road when dropping off patients.

This piece of text has been checked using a computer spellchecker. Which mistake has not been picked up?

- A hospital
- B bean
- C reason
- D dropping

3. The fire alarm was sounded at 11.30 a.m. on Monday 10th December and residents in ground floor rooms was asked to leave the building by the back fire exit. Residents from the upper floor left the building via the main stairs and waited in the car park while a register was taken. All residents and staff were able to re-enter the home by 11.45 a.m and continue as normal.

Can you spot a mistake in the first sentence of this report?

- A There is no verb in one of the sentences.
- B 'ground floor rooms' should have capital letters.
- C The date is incorrect.
- D It should read 'residents in ground floor rooms were asked to leave.'

4. Training Opportunity!

Can you use a computer. Are you too scared to try. Would you be interested in taking a course. If the answer is “Yes” then contact your Learning & Development Department and they will give you further information.

What is wrong with this advert?

- A It needs some extra commas.
- B The first 3 sentences need question marks.
- C It needs some extra apostrophes.
- D There is an incorrect spelling in sentence 2.

5. The hospital launches its popular summer play scheme next month.

New this year are ‘day camps’ to be held every Monday featuring a variety of crafts, sport, games and other activities. Sessions are aimed at children aged between 8 and 16 years. Book now for morning sessions starting at 9.30 p.m and finishing at 1 p.m or afternoon sessions from 2.30 p.m to 5 p.m. For more information see our Summer Special brochure.

Can you spot the mistake in this notice from the local hospital?

- A ‘day camps’ should be in capitals.
- B ‘brochure’ is spelled incorrectly.
- C The notice should read 9.30 a.m not 9.30 p.m
- D The day camps are on Tuesdays not Mondays.

6. Dear Sirs

I am writing to complain about the treatment I recently received in your hospital. I waited over 3 hours to see anyone.

I am disabled and unable to visit the hospital easily and i have to make arrangements for someone to be with me. It’s not good enough!

Which word needs a capital letter in this letter of complaint?

- A i
- B disabled
- C hospital
- D arrangements

Activity 6: Consolidation questions – Proofreading answers

1. Which of these should you look for when proofreading?

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Executive Summary

This document outlines proposals to modernise the provision of care for older people in Wirral, in order to help older people regain or maintain their independence and reduce the need for unnecessary stays in hospital. The proposals are being put forward by Birkenhead and Wallasey Primary Care Trust and Bebington and West Wirral Primary Care Trust (the Wirral PCTs).

The proposals involve redesigning and integrating health and social care services. The proposed package of improvements includes better and more equitable support for those living at home, beds for patients who need assistance after hospital discharge, and the provision of additional nursing and residential home places. These improvements will mean that older people who no longer need to be in hospital can be discharged from hospital more quickly and there will therefore be a reduced need for inpatient hospital provision across Wirral. It is therefore proposed to close two elderly care wards at Victoria Central Hospital (VCH), Wallasey. These wards provide the poorest quality ward accommodation in Wirral, with little space for patients to undergo rehabilitation or maintain independence and very little in the way of daytime recreational facilities.

At present between 30 - 50 people are occupying beds in hospital, not because they need the service of the hospital, but because there are not enough places in local nursing homes. Other patients remain in hospital because it has not been possible to provide the support they need in their home to allow their discharge.

These patients are often in hospital for many weeks longer than they need to and, despite the excellent personal care they receive, are deprived of the comforts of their own home or the more homely and private facilities of a nursing home. Home to a hospital patient is a bed, a chair, a locker and a cubicle curtain. This is perfectly acceptable for a short period of illness and rehabilitation but it is not acceptable as a 'home' for an older person when they have no further requirement to be in hospital.

The proposals in this document will provide 40 'reserved' places in a local nursing home which will bring an end to these delays as well as increased investment and better organisation of community support services to allow the earlier discharge of some patients back to their own home.

These additional services mean we can implement the agreed policy of reducing dependence on hospital beds for the care of older people and close 52 hospital beds. The beds suggested for closure are those on ward 6 and ward 7 at VCH because the two wards there are less suited for the acute care and rehabilitation required by sicker patients who need to be in hospital. Patients currently cared for on wards 6 and 7 who require hospital care will be cared for in a hospital bed at either Clatterbridge Hospital or Arrowe Park Hospital. No patients requiring hospital care will be transferred to a nursing home.