

Move On with your learners

## Module 5

### Punctuation and proofreading



# Session plan

## Module 5: Punctuation and proofreading

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

Teacher: \_\_\_\_\_

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

### Aims

- To revise rules of punctuation and introduce approaches to proofreading

### Outcomes

Participants will:

- understand what a sentence is
- revise use of full stop, question mark and exclamation marks
- know when to use commas and apostrophes
- be able to identify errors through effective proofreading.

Activity and time	Teacher activity	Learner activity
<b>Introduction</b> 5 mins	<ul style="list-style-type: none"> <li>• Recap on last module.</li> <li>• Ask learners if they have they had the opportunity to apply any skills they have learned in previous modules.</li> <li>• Show <b>module 5 presentation slides 1–3</b> and introduce module aim and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond.</li> </ul> SLlr/L2.1
<b>Punctuation</b> 5 mins	<ul style="list-style-type: none"> <li>• Ask: 'What is punctuation?'</li> <li>• Write responses on flipchart.</li> <li>• Show <b>presentation slide 4</b>. Talk through and discuss.</li> <li>• Note that every punctuation mark has a particular 'job' to do. It is important that learners are clear on each mark's function so that they can use them correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond.</li> <li>• Speak to communicate.</li> </ul> SLc/L2.1

Activity and time	Teacher activity	Learner activity
<b>Punctuation activity</b> 5 mins	<ul style="list-style-type: none"> <li>Give out <b>What does it mean?</b> activity.</li> <li>Ask participants, in pairs, to decide what each statement means.</li> <li>Take feedback. Note the impact that punctuation has on meaning and the need to explain to their learners that what they write can be read differently if they don't apply correct punctuation. Using the correct punctuation marks is as important as using the right words.</li> </ul>	<ul style="list-style-type: none"> <li>Paired activity.</li> <li>Carry out task.</li> </ul> SLd/L2.1 SLc/L2.1
<b>Sentences</b> 20 mins	<ul style="list-style-type: none"> <li>Ask everyone to write down a sentence.</li> <li>Take feedback. Note what they have in common i.e. they make complete sense.</li> <li>Show <b>presentation slide 5</b> and discuss sentence endings – full stop, question mark and exclamation mark.</li> <li>Hand out <b>What is a sentence?</b> activity sheet.</li> <li>Take feedback.</li> <li>Set your own activity where learners punctuate a passage, focusing on sentence endings. **</li> <li>Go through and discuss.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> <li>Individual/paired activities.</li> <li>Carry out punctuation activities.</li> </ul> Ws/L1.3

Activity and time	Teacher activity	Learner activity
<b>Commas</b> 30 mins	<ul style="list-style-type: none"> <li>Distribute <b>Using commas</b> activity sheet.</li> <li>Explain the different 'jobs' of commas by talking through <b>presentation slides 6–8</b>.</li> <li>Set activities from <b>Using commas</b>. To be completed by learners in pairs.</li> <li>Follow up with own exercises to practise different uses of commas and/or use time to address individual needs. ***</li> </ul>	<ul style="list-style-type: none"> <li>Carry out task.</li> <li>Paired activity.</li> <li>Listen, read and respond.</li> </ul> <p>Ws/L2.4</p> <ul style="list-style-type: none"> <li>Individual exercises – formative assessment – practising different uses of commas.</li> </ul>
<b>Punctuation and spelling quiz</b> 15 mins	<ul style="list-style-type: none"> <li>Distribute <b>Punctuation and spelling quiz</b> and introduce as test practice.</li> <li>Use with Jigsaw resource. **</li> <li>Divide group into 2/3 teams, nominate a team leader. (Identify stronger participants to take this role.) Group to collectively agree answers.</li> <li>Team leader to form jigsaw when given correct responses.</li> <li>Give out badges. **</li> <li>Discuss potential of similar activity with learners.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out activity.</li> <li>Team leader to make jigsaw following team responses.</li> </ul> <p>SLd/L2.1,2,3</p> <p>SLc/L2.1</p>
<b>Break</b> 20 mins		
<b>Apostrophes</b> 20 mins	<ul style="list-style-type: none"> <li>Introduce use of apostrophes by showing <b>presentation slide 9</b>.</li> <li>Distribute <b>Apostrophes</b> handout.</li> <li>Talk through each explanation.</li> <li>Ask participants, in pairs, to complete activities.</li> <li>Take feedback and discuss.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out activities in pairs.</li> <li>Listen, read and respond.</li> </ul> <p>Ws/L2.4</p>

Activity and time	Teacher activity	Learner activity
<b>Proofreading</b> 25 mins	<ul style="list-style-type: none"> <li>Introduce idea of proofreading.</li> <li>Talk through <b>presentation slides 10–12</b> and discuss.</li> <li>Set some of your own practice proofreading exercises such as proofreading for spelling mistakes. **</li> <li>Give each table a homophone and ask them to put into sentences to explain meaning (group activity). Examples are their/there/they're, where/were, hear/here.</li> <li>Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> </ul> SLlr/L2.1 <ul style="list-style-type: none"> <li>Paired and group activity.</li> </ul> Wt/L2.7
<b>Reading aloud</b> 5 mins	<ul style="list-style-type: none"> <li>Demonstrate importance of reading out loud to 'hear' mistakes by reading <b>Learner letter</b> out loud, following existing punctuation and spelling.</li> <li>Ask participants to listen for mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> </ul>
<b>Improving Learner's Letter</b> 15 mins	<ul style="list-style-type: none"> <li>Distribute <b>Learner letter</b>.</li> <li>Ask participants, in small groups, to improve <b>Learner letter</b> by breaking the information up into clearer, complete sentences and by changing vocabulary if required.</li> <li>Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Small group exercise.</li> <li>Engage in discussion.</li> </ul> SLd/L2.1,2,3 Ws/L2.2,4
<b>Proofreading tips</b> 5 mins	<ul style="list-style-type: none"> <li>Show <b>presentation slides 13–14</b> and introduce tips and ideas for applying skills with learners.</li> </ul>	<ul style="list-style-type: none"> <li>Listen, read and respond.</li> </ul> SLlr/L2.1
<b>Summary</b> 10 mins	<ul style="list-style-type: none"> <li>Revisit session aims and objectives.</li> <li>Take feedback and questions.</li> <li>Give out <b>Journal</b> sheet for module 5.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> </ul>


**Resources/aids**

- Module 5 PowerPoint presentation/OHP slides
- Handouts: Learner letter; Journal
- Activity sheets: Using commas; Introducing punctuation; Apostrophes
- Test questions: Punctuation and spelling quiz
- Jigsaw and badges
- Punctuation and proofreading exercises selected by teacher
- Dictionaries
- Highlighter pens
- Flipchart and markers.

**Assessment evaluation****Individual learning planning**

Learner	Skills	Activity/ Resources	Evaluation (where next?)

# Module 5 PowerPoint presentation

 <p><b>The National Certificate in Adult Literacy</b> Level 2 Basic Skills Support Strategies <b>Module 5: Punctuation and proofreading</b></p> <p><small>Developed by the education and skills ... for the purpose of the ... for the purpose of the ...</small></p>	<h3>Aim</h3> <ul style="list-style-type: none"> <li>→ To revise rules of punctuation and introduce approaches to effective proofreading</li> </ul>
<h3>Outcomes</h3> <p>Participants will:</p> <ul style="list-style-type: none"> <li>→ understand what a sentence is</li> <li>→ know when to use commas and apostrophes</li> <li>→ be able to identify errors in written material through effective proofreading.</li> </ul>	<h3>What is punctuation?</h3> <ul style="list-style-type: none"> <li>→ Punctuation is the use of marks and spaces to show meaning in writing.</li> <li>→ When we speak, we pause when we have finished a thought, or when we change the subject.</li> <li>→ We use our voices to clarify meaning: louder or softer, up and down for questions or commands.</li> <li>→ When we write, we use punctuation marks to make our writing clearer and easier to read.</li> </ul>
<h3>What is a sentence?</h3> <ul style="list-style-type: none"> <li>→ A sentence is a group of words that makes complete sense (expresses a complete idea)</li> <li>→ A sentence may be a:             <ul style="list-style-type: none"> <li>• statement</li> <li>• question</li> <li>• command.</li> </ul> </li> </ul>	<h3>Commas</h3> <ul style="list-style-type: none"> <li>→ Commas separate parts of a sentence.</li> <li>→ Commas help us to understand the sentence better.</li> </ul>



### Commas

- **Separating parts of a long sentence:**
  - When we returned to meet our friends, we found they had left.
- **Separating parts of a list or series of actions:**
  - The resource box contained six dictionaries, three calculators and some pens.

Note: no comma is needed before the **and** before the last item.



### Commas

- **Separating explanations (for extra information)**  
Note: two commas are needed:
  - The tutor, I am sure, will help you if she can.
- **Separating words such as yes, no, thank you, does he?, can't it?:**
  - Your brother likes football, doesn't he?
  - Yes, that's my car.
- **Separating names of people spoken to**  
Note: sometimes two commas are needed:
  - Excuse me, Janet, is this your pen?
  - Excuse me, John, pick up your jacket.



### Apostrophes

We use apostrophes for two main purposes:

- **For shortened forms**  
Examples:  
They've – They have  
It's – It is or It has
- **To show ownership**  
Examples:  
Julia's car – the car belonging to Julia  
The car is his – the car belonging to the learner  
The tutor's files – the files belonging to the tutor.



### Proofreading

- Writing needs to be checked carefully for mistakes.
- There may be errors relating to spelling, punctuation and meaning.
- Proofreading 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, such as:
  - the/nthere
  - no/know



### 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.



### Punctuating and proofreading: working with learners

- Explain rules – factsheets and examples.
- Encourage learners to proofread their own work:
  - highlight errors with highlighter pens
  - read work out loud to 'hear' mistakes
- Agree proofreading codes to identify errors:
  - S spelling
  - P punctuation
  - M meaning
- No red pens!



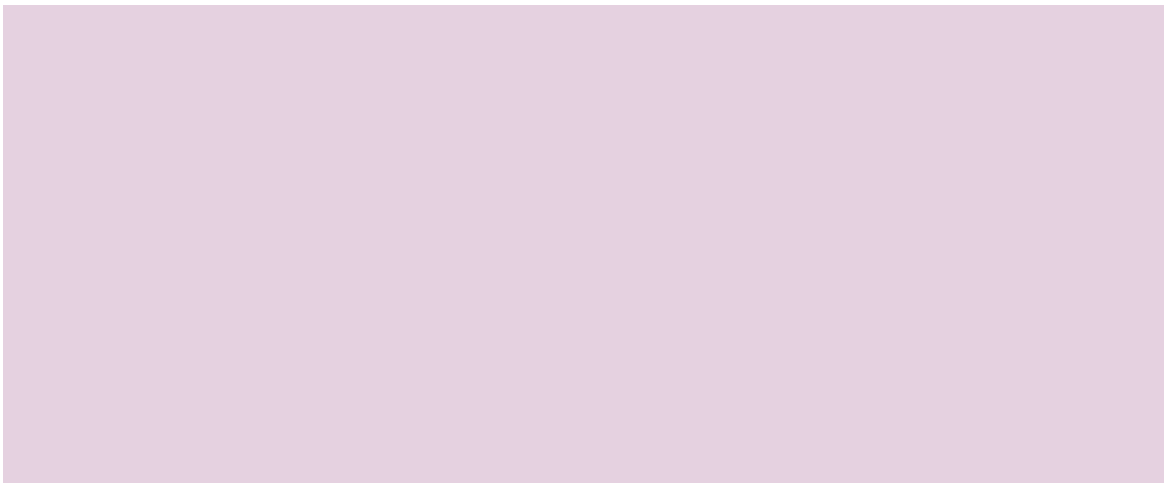
# Activity: What does it mean?

What do the following mean?

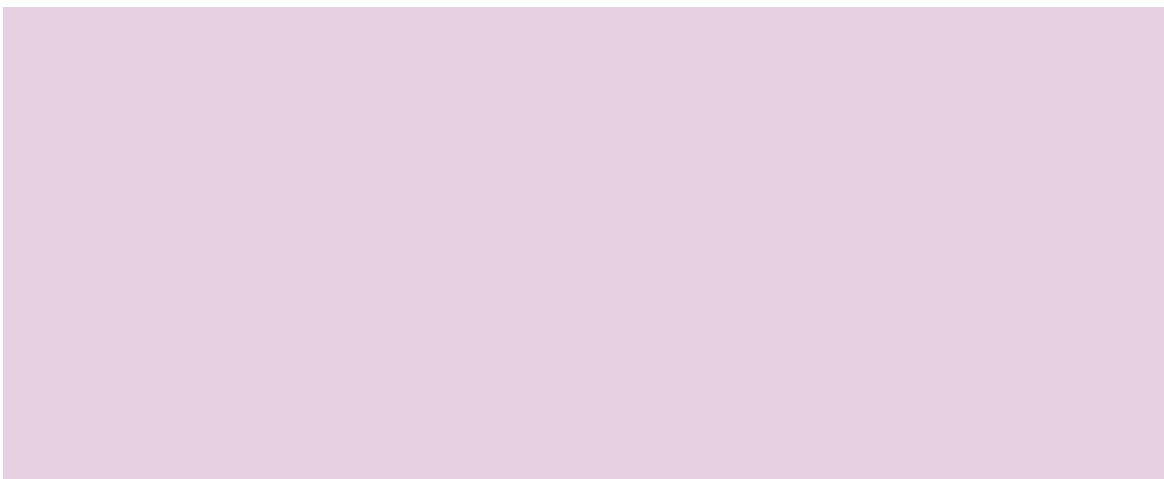
- Residents refuse to go in the bins.



- The girls dress needed a pin in its hem.



- Charles the First walked and talked half an hour after his head was cut off.



# Activity: What is a sentence?

A sentence is a group of words that makes complete sense.

It expresses a complete idea. A sentence may be a statement, question or command, for example:

- statement – The learner has finished his portfolio.
- question – Is the portfolio finished?
- command – Bring me your portfolio!

A sentence always begins with a capital letter.

A sentence ends with a full stop, a question mark or an exclamation mark.

Read the following groups of words. Tick the ones that are complete sentences:

- |  |                          |
|--|--------------------------|
| 1 At three o'clock                             | <input type="checkbox"/> |
| 2 It was a cold, wet day                       | <input type="checkbox"/> |
| 3 After jogging for a mile                     | <input type="checkbox"/> |
| 4 We enjoy going into town on a Saturday night | <input type="checkbox"/> |
| 5 Are you going to college today               | <input type="checkbox"/> |
| 6 Carry the files, please                      | <input type="checkbox"/> |
| 7 When everyone had gone home after the party  | <input type="checkbox"/> |
| 8 I enjoy reading                              | <input type="checkbox"/> |
| 9 Sky provides a good coverage of sport        | <input type="checkbox"/> |
| 10 Arriving at work                            | <input type="checkbox"/> |

# Activities: Using commas

Commas separate parts of a sentence: They help us to understand the sentence better.

Commas separate **parts of a long sentence**, e.g.:

- When we returned to work to meet our friends, we found they had left.

## Activity 1

Put in the missing commas:

- There were plenty of holidays advertised in the brochure but we could find nothing we could afford.
- After walking for two hours around the city centre we found the office we were looking for.

Commas separate **parts of a list or series of actions**, e.g.:

- The resource box contained six dictionaries, three calculators and some pens.

**Note:** no comma needed before the *and* before the last item.

## Activity 2

Put in the missing commas:

- John David Katie and Sue are all on a training course.
- He walked to the window opened it then returned to his seat.
- The man looked up saw the bus began running to the bus stop then saw the bus pulling away.

Commas separate **explanations**, e.g.:

- The tutor, I am sure, will help you if she can.
- Elizabeth, who is a vegetarian, will not eat any meat.

**Note:** two commas are needed.

## Activity 3

Put in the missing commas:

- John you will be glad to know is doing very well on his placement.
- Assessing files which is a lengthy process takes up some of my weekends.

Commas separate **words such as yes, no, thank you, does he? can't I?**

We sometimes make questions like this:

- Your brother likes football, *doesn't he?*

The words in italics are called a question tag. A question tag makes a statement into a question. Other examples are:

- isn't it?
- aren't they?
- don't you?

Question tags are separated from the rest of the sentence by a comma. Words and phrases like yes, no and thank you are separated in the same way e.g.:

- Yes, that's my car.
- Thank you, I'd like to go with you to the party.

## Activity 4

Put in the missing commas:

- No this is not 258369.
- The exam is next week isn't it?
- Yes she came back to work today.

Commas separate the **names of people spoken to**, e.g.:

- Excuse me, Janet, is this your pen?
- John, pick up your jacket.

**Note:** sometimes two commas are needed.

## Activity 5

Put in the missing commas:

- How are you today Julie?
- Terry have you finished your assignment?

# Answers: Using commas

## Activity 1

- There were plenty of holidays advertised in the brochure, but we could find nothing we could afford.
- After walking for two hours around the city centre, we found the office we were looking for.

## Activity 2

- John, David, Katie and Sue are all on a training course.
- He walked to the window, opened it, then returned to his seat.
- The man looked up, saw the bus, began running to the bus stop, then saw the bus pulling away.

## Activity 3

- John, you will be glad to know, is doing very well on his placement.
- Assessing files, which is a lengthy process, takes up some of my weekends.

## Activity 4

- No, this is not 258369.
- The exam is next week, isn't it?
- Yes, she came back to work today.

## Activity 5

- How are you today, Julie?
- Terry, have you finished your assignment?

# Activity: Punctuation and spelling quiz

Jane has been in a rush and not proofread the following paragraph. It contains a number of spelling and punctuation errors:

There is no reson why I cannot atend for interview at any time.	line 1
My training programme, which lasted one year, has now come to an end and Ill	line 2
have a lot of spare time My hobbies include keep fit music and sport.	line 3

## Questions

- 1 The missing punctuation mark after the word time on line 3 is:  
A comma  
B full stop  
C question mark  
D exclamation mark
- 2 There is a second missing punctuation mark on line:  
A 4  
B 3  
C 2  
D 1
- 3 Reson on line 1 should be written as:  
A reasen  
B reason  
C raison  
D raeson
- 4 The word atend should be written as:  
A attended  
B atend  
C atenned  
D attend
- 5 Ill should be written as:  
A I've  
B I'm  
C I'll  
D I w'll

- 6 Commas have been used on line 2:
- A to allow a pause in the middle of a sentence
  - B to separate items in a list
  - C to separate extra information within a sentence
  - D to separate a series of actions
- 7 The following sentences test your knowledge of there, their and they're. Only one sentence is correct. Which one is it?
- A They're four days to wait until their birthday.
  - B They're going away on their holiday tomorrow.
  - C There holiday will be taken where there is lots of sunshine.
  - D Their will be no more holidays if they're made redundant.
- 8 Which of the following sentences is punctuated correctly?
- A Jane, it's a bank holiday next Monday, isn't it?
  - B Jane its a bank holiday next Monday, isn't it?
  - C Jane, it's a bank holiday next Monday, isnt it?
  - D Jane, it's a bank holiday next Monday isn't it?
- 9 One of the following sentences contains a spelling mistake. Which is it?
- A Passports are necessary for overseas travel.
  - B Tomorrow will be my birthday.
  - C The shops are closed untill Thursday.
  - D My best friend weighs more than I do.



# Answers: Punctuation and spelling quiz

1 = B

2 = B

3 = B

4 = D

5 = C

6 = C

7 = B

8 = A

9 = C

# Activities: Apostrophes

## We use apostrophes for two main purposes:

- To show ownership
  - Julie's car
  - the learner's files
  - the tutors' files
- For shortened forms:
  - they've – they have
  - it's – it is or it has
  - wasn't – was not

## Activity 1

Write the shortened form for each of these pairs of words:

- 1 he is
- 2 we will
- 3 who have
- 4 you are
- 5 here is
- 6 do not
- 7 that is
- 8 I have
- 9 is not
- 10 where is

We also use an apostrophe in these types of contraction:

- my car's got a flat tyre – My car has got a flat tyre. (*ha* was left out)
- the room's full – The room is full. (*i* was left out)

Shortened forms should only be used in informal writing and dialogue.

Words should be written in full in formal writing tasks.

## Apostrophes – one owner

- Julie owns a car.
- It is Julie's car.

We use an apostrophe after the name or word of who or what is doing the owning e.g.:

- The learner's assignment – the assignment belongs to the learner.
- The manager's office – the office belongs to the manager.

## Activity 2

Put in the missing apostrophe in each of the following. Highlight who or what is doing the owning. The first one is done for you:

- 1 the hotels bar the hotel's bar
- 2 Sharons son
- 3 the tutors pen
- 4 the boys bag
- 5 the childs ball
- 6 the classrooms windows
- 7 Johns book
- 8 the centres computer
- 9 the mans wages
- 10 the girls biscuits

### Apostrophes – several owners

If there are several owners and the word ends in s we usually add the apostrophe after the s. For example:

- the *learners'* assignments – the assignments are owned by learners.

## Activity 3

Put in the missing apostrophes:

- 1 All the learners portfolios are ready for collection.
- 2 There are four learners bags in that room.
- 3 The tutors cars are in the car park.
- 4 The employees records are in the filing cabinet.
- 5 The groups views were noted.

A few plural words don't end in s, such as:

- children
- men
- sheep
- women.

For plural words that don't end in s (e.g. men), you need to:

- write who the owners are – **men**
- add an apostrophe – **men'**
- add an s – **men's**
- add what is owned – **men's bikes.**

Remember: When deciding where to put the apostrophe, ask yourself: is there one owner or more?

## Activity 4

One owner or more? Put in the missing apostrophes:

- 1 My childrens friends are coming for tea.
- 2 Our companys office is in the centre of town.
- 3 The learners results are excellent.
- 4 The tutors reports are completed.
- 5 The cars windows are opened.

# Answers: Apostrophes

## Activity 1

- 1 he's
- 2 we'll
- 3 who've
- 4 you're
- 5 where's
- 6 don't
- 7 that's
- 8 I've
- 9 isn't
- 10 where's

## Activity 2

- 1 the hotel's bar
- 2 Sharon's son
- 3 the tutor's pen
- 4 the boy's bag
- 5 the child's ball
- 6 the classroom's windows
- 7 John's book
- 8 the centre's computer
- 9 the man's wages
- 10 the girl's biscuits

## Activity 3

- 1 All the learners' portfolios are ready for collection.
- 2 There are four learners' bags in that room.
- 3 The tutors' cars are in the car park.
- 4 The employees' records are in the filing cabinet.
- 5 The groups' views were noted.

## Activity 4

- 1 My children's friends are coming for tea.
- 2 Our company's office is in the centre of town.
- 3 The learners' (or learner's) results are excellent.
- 4 The tutor's (or tutors') reports are completed.
- 5 The car's (or cars') windows are opened.

# Learner letter

Read aloud:

12 High Street  
Anfield  
Liverpool  
Merseyside  
L11 4PL  
12/11/03

Dear Sir/Madam

I am writing to become a trainee in your salon which I came across in Thursday's Echo. I feel that I work hard and would enjoy to become a part of your team. I feel that I am very energetic and good communicator and I am a very good team worker.

I feel my practical skills are very good at putting hair up in any way and I can shampoo and condition with a good at massaging. I can also blow drying and I can do a finishing technique and I can deal with people in a happy bubbly way.

I look forward to hearing from you soon.

yours faithfully  
Jade Brown

# Journal

## Module 5: Punctuation and proofreading

What have you learnt from this module?

How will you apply skills/strategies learnt with learners within your organisation?