

Warm up

Ask students if they can remember what capitalization and punctuation they saw in **Write sentences**, if they have done that skill. (They covered capital letters at the beginning of a sentence, and full stops, question marks and exclamation marks at the end.) Elicit what other uses of punctuation and capitalization they know.

Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Challenges / difficulties

Note: The apostrophe here is critical. The apostrophe tells the reader that the *s* in *brothers* is a contracted form of *is* (the verb *to be*) rather than a plural. This also changes *lost* from a verb to a complement.

Theory to practice

Answers

In the text, each instance of capitalization/punctuation is highlighted, numbered and annotated in the list below. New items of punctuation (not covered on the Factsheet) are annotated with an asterisk*.

Do¹ you like to see and try a product in a store before you buy it online?² When³ you're⁴ in a store,⁵ do you use your smartphone to check online prices?⁶ If⁷ your answers are 'yes',^{8/9} you are probably a showroomer.¹⁰ Asia's^{11/12} shoppers are experts at showrooming.¹³ The¹⁴ top showroomers are in Vietnam.^{15/16} Forty¹⁷ per cent of Vietnamese¹⁸ people use their smartphones to compare prices in store and online.¹⁹ Many²⁰ younger shoppers (aged 18–30)^{21/22} also use smartphones while shopping to compare prices and find the best deals.²³

- 1 capital letter – begins a sentence
- 2 question mark – ends a question
- 3 capital letter – begins a sentence
- 4 apostrophe – shows a letter is missing
- 5 comma – separates parts of a sentence
- 6 question mark – ends a question
- 7 capital letter – begins a sentence
- 8* quotation marks – show what someone says
- 9 comma – separates parts of a sentence
- 10 full stop – ends a sentence
- 11 capital letter – begins a sentence
- 12 apostrophe – shows possession
- 13 full stop – ends a sentence
- 14 capital letter – begins a sentence
- 15 capital letter – shows a proper noun (name of a country)
- 16 full stop – ends a sentence
- 17 capital letter – begins a sentence

- 18 capital letter – shows a proper noun (nationality)
- 19 full stop – ends a sentence
- 20 capital letter – begins a sentence
- 21* brackets – show a definition or extra information
- 22* dash – shows a range of numbers
- 23 full stop – ends a sentence

Using the Worksheet

Practice

1  Here are two mind maps. See if you can complete them with uses of punctuation and capitalization.

- Use this section to clear up any misconceptions students have shown in the Warm up. You can also use this exercise to point out all the uses of capitalization and punctuation which are focused on here. Unless you feel your students are ready for other examples such as the semicolon or dash, you can tell students you are now focusing on only some specific uses.

Suggested answers

- a
 - Question mark ends a question
 - Exclamation mark ends a sentence showing surprise/excitement
 - Comma to separate parts of a sentence / in lists
 - Apostrophe for possession / to show a letter is missing
- b
 - To begin a sentence
 - For proper nouns
 - In titles

2 A student has written this text. They have made some mistakes with capital letters and full stops. Rewrite it correctly.

- Make sure students understand they only need to focus on capital letters and full stops here. If they need a clue, you could tell them that there are two sentences.

Suggested answer

Great Britain is an island surrounded by many small islands. To one side is the North Atlantic Ocean, and to the other, the North Sea.

3 Read Hanyu's shopping list. Complete the sentence which describes what he bought. Pay attention to commas.

- This exercise focuses on using commas in lists.
- **Note:** Depending on what they have read, students may have an opinion on whether or not a comma should be used between the last two items in the list (after *minced beef*). A comma used in this way is called an 'Oxford comma' or a 'serial comma'. In *C21 English for the 21st Century*, the Oxford comma is not used; but whether or not to use it is generally a matter of style in British English. Sometimes using it can help to avoid confusion. In American English, it is very often used.

Suggested answer

Hanyu bought some eggs, grapes, lychees, rice, pak choi, mushrooms, minced beef and washing liquid.

4 Match the beginnings (a–f) to the endings (1–6) to make sentences. Add a full stop, question mark or exclamation mark at the end of the sentences.

- Students could complete this exercise in pairs. Depending on how well they deal with the exercise, you could elicit or suggest that most of these sentences are informal, and some of them use some colloquial English. It might help students to say the sentences aloud in order to work out the tone.

- When you are checking the answers, see if students can tell you the context – who would say each sentence?

Suggested answer

- a** 1 !
b 6 ?
c 3 .
d 5 ?
e 4 .
f 2 !

5 The apostrophes are missing. Add them where they are needed.

- You may want to point out here that to show possession in a regular plural noun you put the apostrophe after the plural *s*; there is no additional possessive *s* after the apostrophe (see sentence **f**). In irregular plural nouns like *women* and *children*, on the other hand, no plural *s* is needed; so you add the apostrophe and then a possessive *s* (see sentences **c** and **e**).
- Item **a** requires students to add the apostrophe correctly to the word *won't*, which is the standard English contraction of *will not*. Students will probably have come across this contraction before, but if they can't work out what it is, you will have to explain it, as the dissimilarity from the uncontracted words makes it impossible to guess. It's worth noting that, although this contraction is irregular, it follows the same rule for shortening *not* – i.e. the apostrophe goes between the *n* and the *t*.

Answers

- a** Gemma won't give me the flowers because she says they're hers.
b Forest High School hasn't won a rugby match since he's been a student there.
c We didn't bring the children's suitcases from the car!
d Do you have Charlie's email?
e I've found the women's football kit.
f Our parents' house is very old.

Reflect**6 Write a sentence including as many examples of the uses of punctuation and capital letters as you can.**

- Ideally, students will come up with examples which cover a lot of the uses mentioned in the mind maps from the Warm up. If they are having trouble coming up with ideas, you could suggest that they choose a sentence from a *C21 English for the 21st Century* Course book and modify it to include as many examples as possible.
- Ask students to compare their sentences in pairs or small groups. See if they can help each other add more example uses to their sentences.
- You could elicit a few examples from the class and write them on the board. Ask the class to identify the usages.

Learning outcome

Students should now be more confident in their use of the punctuation and capitalization covered here. Their writing will be more effective because they can more clearly signal their meaning using punctuation and capitalization.

Ending the lesson

As a final round up, go around the class and ask as many students as possible to give one example of punctuation or capitalization usage they remember.