Punctuation Pack
**Note to coaches using the Punctuation Pack**

*Please note* that this pack is *not intended to be used as a course* to be worked through from beginning to end, but rather as a resource that you can dip into and use as and when it may prove helpful. Some readers may only want to use one or two of the worksheets.

If your reader does want to work through the whole pack, its use should be spread out over a considerable period of time, allowing plenty of opportunity to practise and consolidate skills before moving on.

The introductory sheet for each punctuation mark is designed to help make its use as clear as possible, in terms as simple as possible. The practice sheet is designed to give readers/writers the chance to try using the punctuation mark in a ‘controlled environment’, before attempting to use it in their own writing.

You may then like to work out sentences together on topics of interest to your reader, where he can practise using the punctuation mark effectively for himself.

If you feel further practice sheets would be helpful, or have any other comments or suggestions on how the Punctuation Pack can be improved, please do let us know through the feedback sheet at the end.
Introduction

What is punctuation?

Punctuation marks are the symbols we use in writing to help make our meaning clearer. They help to break our writing up so that it makes sense.

These are the most important punctuation marks:

<table>
<thead>
<tr>
<th>Punctuation mark</th>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full stop .</td>
<td>I went to work today.</td>
<td></td>
</tr>
<tr>
<td>Question mark ?</td>
<td>How are you?</td>
<td></td>
</tr>
<tr>
<td>Exclamation mark !</td>
<td>You are amazing!</td>
<td></td>
</tr>
<tr>
<td>Comma ,</td>
<td>I had coffee, toast and jam for breakfast.</td>
<td></td>
</tr>
<tr>
<td>Apostrophe ’</td>
<td>I’m going out tonight.</td>
<td></td>
</tr>
</tbody>
</table>

Capital letters

Capital letters are also a very important part of punctuation. They mark the beginning of sentences and other important words.

Why is punctuation so important?

Writing that has no punctuation can be very difficult to understand.

Sometimes you can even get the wrong meaning if the punctuation is not right.
For example:

I love cooking my family and my dog.

has a rather different meaning to:

I love cooking, my family and my dog.

And this one is rather alarming too!

Let’s eat Grandpa!

Let’s eat, Grandpa!

This pack will introduce you to the most important punctuation marks and give you a chance to practise using them for yourself.
Capital Letters

It will make a big difference to your writing if you can learn to use capital letters correctly.

**Capital letters are used for various reasons:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting a sentence</td>
<td>The postman was late.</td>
</tr>
<tr>
<td>Names of people (titles, first and last names)</td>
<td>Sue Jones, Mrs Brown, David Beckham</td>
</tr>
<tr>
<td>‘I’ when it means ‘me’</td>
<td>Sue and I saw David Beckham.</td>
</tr>
<tr>
<td>Names of places</td>
<td>Tesco, Station Road, Kings College Hospital, London, England, Europe</td>
</tr>
<tr>
<td>Names of days and months</td>
<td>Monday, January</td>
</tr>
<tr>
<td>Titles of books, films, TV programmes, etc.</td>
<td>The Sunday Times, Coronation Street</td>
</tr>
<tr>
<td>Religions</td>
<td>Buddhism, Christianity, Hinduism, Islam, Judaism</td>
</tr>
<tr>
<td>Abbreviations and postcodes</td>
<td>H&amp;M, USA, ITV, DT1 6PZ</td>
</tr>
</tbody>
</table>
Capital Letter Practice

Use the table on the previous page to answer the following questions.

1) Circle the words in the box that should always start with a capital letter.

<table>
<thead>
<tr>
<th>james</th>
<th>supermarket</th>
<th>bread</th>
<th>april</th>
</tr>
</thead>
<tbody>
<tr>
<td>town</td>
<td>mr barber</td>
<td>birmingham</td>
<td></td>
</tr>
<tr>
<td>friday</td>
<td>month</td>
<td>december</td>
<td>mary</td>
</tr>
<tr>
<td>paris</td>
<td>shoe shop</td>
<td>sainsburys</td>
<td>daffodil</td>
</tr>
<tr>
<td>college</td>
<td>devon</td>
<td>dictionary</td>
<td>the bible</td>
</tr>
<tr>
<td>street</td>
<td>oxford english dictionary</td>
<td>sofa</td>
<td></td>
</tr>
</tbody>
</table>

2) Read these sentences, then tick the box next to the sentence that uses capital letters correctly.

on tuesday, i watched eastenders with Charlie, who lives in Park road.  

On Tuesday, I watched Eastenders with Charlie, who lives in Park Road.  

On Tuesday, I Watched Eastenders with charlie, who lives in Park Road.
3) Rewrite these sentences, adding in the capital letters where needed. (If you prefer you can just write the capital letters over the top.)

On Friday I went to see Dr Patel about my bad back.

He sent me straight to Dorset County Hospital for a scan.

My husband, Dave, drove me in our VW Polo.

Unfortunately it broke down at the traffic lights in Great Western Road in Dorchester.

I had to walk to the hospital and on the way I met my friend, Wendy.

The nurse gave me the Western Gazette and Hello Magazine to read while I waited for Dave.

I’ve got to go back to see the consultant, Mrs Jones, in December.
Full Stops

•

Full stops are used to mark the end of a sentence. They tell the reader to pause and give you time to breathe before the next sentence!

However, you cannot just put full stops where you want to breathe. You need to know what makes a proper sentence.

**A sentence is a set of words that makes sense on its own.**

Sentences can be very short. For example:

- Beckham scored.
- I sang.
- They laughed.
- The driver shouted.

Short sentences can be made longer, by adding extra bits of information:

- Beckham scored a goal for Manchester United.
- I sang all the way home.
- They laughed at my singing.
- The driver shouted at me.

You can make sentences even longer, by joining two sentences together with joining words, such as ‘and’, ‘but’, because and ‘so’.

- Beckham scored a goal for Manchester United, so I sang all the way home.
- I sang all the way home, but they laughed at my singing.
- The driver shouted at me, because I sang all the way home.
Some sentences can get very long and complicated and need extra punctuation.

The main things you need to know are that:

- a sentence needs to make sense on its own
- every sentence needs to have at least one main action or happening in it, such as in 'I sang', or 'Beckham scored'.
- every sentence needs to begin with a capital letter and end with a full stop (or a question mark or exclamation mark, which will be dealt with later).

Try the exercises on the next page to practise putting in capital letters and full stops to make proper sentences.
Capital Letters and Full Stops Practice

1) Rewrite the sentences below with capital letters and full stops in the correct places.

the dog barked when it heard the postman

i sent sandra a card for her birthday

2) The words in the boxes below are jumbled up. Rewrite them in the correct order to make a sentence using capital letters and a full stop.

```
holiday july julie on going is
to italy in
```

```
christmas staying be sister will my
with l at
```
3) Now try adding capital letters and full stops to divide up the writing below into proper sentences. You should also put in other capital letters where you think they are needed.

(The number in brackets tells you how many sentences to look for.)

the chef cooked for guests every day he never cooked for himself (2)

caroline was a teacher she loved working with children (2)

the lorry driver drove from london to leeds on the way he had a puncture he arrived in leeds very late (3)

mandy did not like getting up early in the mornings she was always late for work her boss got really cross (3)

on the way home mandy stopped at asda she bought herself a cream cake (2)
Question Marks & Exclamation Marks

?!

Although most sentences end with a full stop, some can end with a question mark or an exclamation mark.

Every question should end with a question mark.

For example:

- Are you going out this evening?
- What date is your birthday?

Exclamation marks are used to show strong emotion or to emphasise a point. You can choose when to use them.

For example:

- I don’t believe it!
- That’s wonderful!

So when you write a sentence, you need to think which is the right punctuation mark to put at the end.

Draw lines between the sentences below and the correct punctuation mark.

- Do you have a dog
- I’m not going out this evening
- Leave me alone
End of Sentence Marks
Practice

1) Draw a line to connect the sentences to the correct end of sentence punctuation mark.

All questions must have question marks.

You may decide that some sentences could have either a full stop or an exclamation mark. If so, draw two lines.

<table>
<thead>
<tr>
<th>?</th>
<th>What is your name</th>
<th>I’m tired</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Breakfast is ready</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He has gone home</td>
<td>I think you’re lovely</td>
</tr>
<tr>
<td></td>
<td>Come here</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are we nearly there yet</td>
<td>Sit down now</td>
</tr>
<tr>
<td></td>
<td>Watch out</td>
<td>When is Granny coming</td>
</tr>
</tbody>
</table>

2) Here are some more jumbled sentences for you to write out with the correct punctuation.

| tonight on are cinema at films what the |
3) In the boxes below are 3 different types of sentence. Draw lines to link them to the correct definitions and punctuation marks.

- **Statement**: A sentence that asks something
- **Question**: A sentence that tells someone to do something
- **Command**: A sentence that expresses strong emotion
- **Exclamation**: A sentence that gives information

4) Now complete each of the sentences below with the correct punctuation mark at the end, and mark with an ‘S’, ‘Q’, ‘C’ or ‘E’ to show what type of sentence it is.

   - Stop making so much noise
   - I have finished my homework
   - Does anyone know where my slippers are
   - Have you looked under the sofa
   - The dog has chewed my slippers
   - Go and tidy your room
   - I have made supper
   - Will you do the washing up
Commas

Commas are used to tell you where to pause in a sentence. A comma tells you to make a shorter pause than you make with a full stop.

Commas can be very important in helping the reader to understand the meaning of a sentence. Sometimes commas can even change the meaning of a sentence.

For example, think about the difference one tiny comma makes to the meanings of these two sentences:

The panda eats, shoots and leaves.

The panda eats shoots and leaves.

**There are two important uses for commas:**

**Commas for lists**

Commas help to give pauses between words or phrases when you are writing a list.

*For instance, commas can be used to separate words in lists. Read these sentences aloud and pause briefly wherever you see a comma:*

I bought eggs, milk, bread, jam and coffee.

You can walk, cycle or drive to the shops.

The panda eats, shoots and leaves.

**Commas can also be used to divide up a list of phrases:**

I will go to the doctor first, catch the bus into town, go shopping, have coffee and then catch the bus home.

**Notice** that you never put a comma before the words ‘and’ or ‘or’ at the end of a list.
Commas for extra information

Commas are also used to separate off extra information from the main part of a sentence. This helps to make it more obvious what the most important part of the sentence is.

For instance, here is a simple sentence:

My dog loves going for walks.

Now, I want to add some more information about my dog’s name, so I will use commas to separate it off:

My dog, Harry, loves going for walks.

Or I could say:

My dog, who is called Harry, loves going for walks.

Here is another example of a simple sentence:

I am going on holiday to France.

Now I will add some extra information, but this time it comes before the start of the main sentence:

Before I start my new job, I am going on holiday to France.

Notice that the extra bits of information are not sentences on their own:

who is called Harry

before I start my new job

because they do not make sense on their own.

These parts of a sentence are called ‘subordinate clauses’, because they are less important than the main part of the sentence.

Sometimes sentences can get very complicated and it can be difficult to know where is the right place to put the commas.

So:

- try to keep your sentences quite short
- work out what is the main part of your sentence and whether you need commas to separate off any extra bits of information.
Comma Practice

Commas for lists
Try putting commas in these sentences.

1) Tonight we have guests and I am going to cook chicken casserole potatoes carrots and peas.

2) For pudding we will have strawberries shortbread and cream.

3) At the supermarket I need to buy chicken mushrooms eggs frozen peas sugar and cream.

4) At the greengrocers I need to buy onions carrots potatoes and strawberries.

5) When I get home, I must make the casserole put it in the oven and make the shortbread.

6) Then I need to wash up prepare the vegetables and lay the table.

7) Then I must cook the vegetables prepare the strawberries whip the cream and warm the plates.

8) When I have finished, I will put my feet up have a drink and wait for my guests!
**Commas for extra information**

1) Tick the box next to the sentence that has the comma in the correct place. (Remember the commas need to go round the ‘extra information’.)

<table>
<thead>
<tr>
<th>Main sentence</th>
<th>Extra information</th>
</tr>
</thead>
<tbody>
<tr>
<td>My sister who lives, round the corner is coming, to supper tonight.</td>
<td>☐</td>
</tr>
<tr>
<td>My sister who lives round the corner, is coming to supper, tonight.</td>
<td>☐</td>
</tr>
<tr>
<td>My sister, who lives round the corner, is coming to supper tonight.</td>
<td>☐</td>
</tr>
</tbody>
</table>

Now write out the **main** part of the sentence above, **without** the extra information:

________________________________________________________________________

2) Rewrite each sentence below, adding the extra information in the box in the right place and put the commas in. The first one has been done for you.

**Main sentence**

Last Friday our big tree blew down.

**Extra information**

- when we had that storm

Last Friday, when we had that storm, our big tree blew down.

My cat has been missing for two weeks.

**Extra information**

- Ginger

________________________________________________________________________
Our village pub has just closed. which won an award last year

My house is just round the corner. which has a red door

My Granny died last week. who was 100 years old

3) Now try adding commas to the following sentences to separate off the extra information. Draw a line under the main part of the sentence.

When I get a job I’m going to buy a car.

My best friend who lives in London is moving to Scotland next year.

Our daughters Jenny and Joanna are just two years apart in age.

While I’m on holiday I’m hoping to visit my cousins.

I’m planning to climb Snowdon which is the tallest mountain in Wales.
Apostrophes cause many people confusion and they pop them in all over the place, just to be on the safe side!

However, if you follow the rules, it is quite easy to learn to use them properly. You will then probably be better at punctuation than half the population of the country!

First, it is important to understand that apostrophes are used in two quite different ways. To avoid confusion, we will deal with them separately.

**Apostrophes for when letters are missed out (Contractions)**

When we speak, we often run words together without even thinking about it, so that we leave some of the letters out. These are called ‘contractions’.

**For instance, you are more likely to say:**

I’m going out. \[\text{than:}\] I am going out.

When you write this down, you need to put an apostrophe in to show where there is a letter missing.

**Here are a few other examples. Write down the missing letter or letters in the empty box.**

<table>
<thead>
<tr>
<th>you are</th>
<th>you’re</th>
</tr>
</thead>
<tbody>
<tr>
<td>cannot</td>
<td>can’t</td>
</tr>
<tr>
<td>do not</td>
<td>don’t</td>
</tr>
<tr>
<td>she is</td>
<td>she’s</td>
</tr>
<tr>
<td>I will</td>
<td>I’ll</td>
</tr>
<tr>
<td>will not</td>
<td>won’t</td>
</tr>
</tbody>
</table>

This one is an exception!!
The same rule applies when you run a name (or the word for something) into another word.

For example: becomes:

Janet has gone home.  
Janet’s gone home.

and:

The postman is late.  
The postman’s late.

and:

The dog has run away!  
The dog’s run away!

Put the missing letters in the boxes.

Now, try using apostrophes yourself!
Apostrophe Practice (1)  
(Contractions)

1) Rewrite the words below as contractions.  
**Remember**, the apostrophe must go where the letters are missing.

I am ____________  we are ____________

you are ____________  they are ____________

he is ____________  she is ____________

did not ____________  cannot ____________

we have ____________  you have ____________

is not ____________  it is ____________

would not ____________  will not ____________

could have ____________  might have ____________

**Note:** Sometimes people write ‘could of’, and ‘might of’, when they really mean 'could've' and 'might've'. Understanding about apostrophes helps you to avoid these mistakes.
2) Underline the words with the apostrophe in the right place in the sentences below.

I haven’t seen him today.

I won’t go out tomorrow.

You should’ve come yesterday.

3) Add apostrophes in the following sentences to show where letters are missing. Then write the words that have been contracted in the boxes underneath.

Johns not very well, so hes gone home.

That isn’t my coat, but its the same colour as mine.

Dont worry about them, because theyre very happy.

Didnt you know that shes famous?
It hasn’t rained for a week, so the grounds very dry.

Were going for a walk. Arent you coming with us?

Ill stay here, because Ive got a cold.

Petes just got married to Rachel and theyve gone away for a week.

4) Some contracted words that use apostrophes sound like other words. When we’re writing, it’s easy to forget which word we need.

Underline the correct words in the sentences below. (If you’re not sure, try saying the words with an apostrophe in full to see if they make sense.)

Were/we’re going to the pictures tonight.

If you don’t hurry, your/you’re going to be late.

It’s their/they’re turn next and then its your/you’re turn.

Were/we’re you going to see them when they’re/their back?
Apostrophes (2)

As we explained before, there are two quite different ways of using apostrophes. The first use is for contractions where letters are missing. The second use is to show that something belongs to somebody.

**Apostrophes to show belonging**

There are usually two ways that we can explain that something belongs to somebody.

**There is the long way:**

> the book that belongs to Sarah

**and the short way:**

> Sarah’s

**Here’s another example:**

> the engine of the car or the car’s engine

Usually, we prefer to use the short way, so we add an ‘s’ onto the end of the person or the thing that owns something.

**When we add this ‘s’, we also need to add an apostrophe.**

Sarah + ’ + s = Sarah’s book
You may think this sounds easy, but it gets more complicated!

Look at this example:

the dresses that belong to the girl

becomes: the girl’s dresses

But what if there is already an ‘s’ on the word ‘girl’, because there is more than one girl?

the dresses that belong to the girls

You can’t put the apostrophe before the ‘s’, because that will make it look as if there is still only one girl.

It would look exactly the same as before: the girl’s dresses ✗

So the rule is:
Where there is already an ‘s’ because the word is a plural,
(plural means ‘more than one’)

you add the apostrophe after the ‘s’: the girls’ dresses ✓

Then everyone knows there’s more than one girl.

Phew! Hope you’ve got that!

Now try some of the exercises on the next page.
Apostrophe Practice (2)  
(for belonging)

1) Rewrite the sentences in the boxes below, using apostrophes to show belonging. The first one has been done for you.

*Remember*, the owner gets the apostrophe, not the thing that is owned!

The coat that belongs to Mum is hanging in the hall.

Mum’s coat is hanging in the hall.

The name of our dentist is Mr Adams.

The wheels of the car go round and round.

The house of my friend has been burgled!
2) Draw lines between the boxes that mean the same thing.

The shoe that belongs to the boy

The boys’ shoe

The shoes that belong to the boy

The boy’s shoe

The shoe that belongs to two boys

The boys’ shoes

The shoes that belong to two boys

The boy’s shoes

3) Think about the meaning of the following sentences and then add an apostrophe in the right place to show belonging.

Remember:

- the owner gets the apostrophe, not the thing that is owned!
- the apostrophe goes before the ‘s’ for one owner, and after the ‘s’ if the ‘s’ is already there for a plural. (Plural means ‘more than one’.)

The dogs tail was always wagging.

The dogs tails were always wagging.

The old mans fingernails were dirty from gardening.

The shops window had been broken.

The boys fathers all came to watch the match.
4) Sometimes, you cannot guess how many owners there are without an apostrophe.

For example, how many farmers are there in this sentence?

The farmers fields are ready to harvest.

Write this sentence out twice below, putting the apostrophe in a different place each time. Then write in the box underneath it, how many farmers there are in the sentence. (one/more than one)

_______________________________________________________

_______________________________________________________

Then try this one:

My daughters friends are coming to tea.

_______________________________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________
5) Now here’s something you may not have thought of!
Not all words make plurals by adding an ‘s’.
Write the plural for the following words in the ‘Plural’ box.

<table>
<thead>
<tr>
<th>Singular (one)</th>
<th>Plural (more than one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td></td>
</tr>
<tr>
<td>woman</td>
<td></td>
</tr>
<tr>
<td>child</td>
<td></td>
</tr>
<tr>
<td>person</td>
<td></td>
</tr>
</tbody>
</table>

The apostrophe rule here is just the same as for all other words without an ‘s’ on the end already.
You simply add an apostrophe followed by an ‘s’.

**For example:** Men’s feet are usually bigger than women’s feet.

6) Try putting the apostrophes correctly in the following sentences:

**At Marks and Spencer’s:**

- Mens trousers are on the second floor.
- Womens shoes are on the ground floor.
- Childrens clothes are on the first floor.
- Boys pyjamas are near the back of the shop.
- Girls school uniforms are in the corner.
More Apostrophe Practice for the really enthusiastic!

If you're really keen to perfect your use of apostrophes, there are more sentences on the next page for you to practise on.

But first of all, here is one more rule and one top tip.

**One more rule**
(If you can remember this one, you will be an apostrophe expert!)

**It’s to do with its!**

It’s quite a simple rule:

Only use an apostrophe in **it’s** when it’s short for **it is**.

Don’t use an apostrophe in **its** to show belonging.

**For example:**

- It’s a lovely day today. ✓
- The cat has got it’s tail trapped. ✗
- The cat has got its tail trapped. ✓

You also don’t need an apostrophe in theirs and yours.
Top Tip!

When there is an ‘s’ on the end of a word, always stop to think whether or not it needs an apostrophe. Sometimes it will need one, but not always.

Some of the worst punctuation mistakes are made by adding apostrophes in the wrong places or where they are not needed.

As we have seen, there are various reasons for putting an ‘s’ on the end of words.

It could be because:

- you are leaving letters out: The dog’s outside.
- something belongs to someone: The dog’s bowl is empty.
- it’s a plural word: The dogs are outside.

Once you start looking around, you will see apostrophes all over the place, often in the wrong places!

Look at the following notices and put a tick or a cross in the box to say whether the apostrophe is right or not.

Fish & Chip’s

SALE

CD’s, Record’s & Tape’s TODAY!
Capital letter practice

1) The words that require capitals are: James, April, Mr Barber, Birmingham, Friday, December, Mary, Paris, Sainsburys, Devon, the Bible, Oxford English Dictionary

2) Sentence 2 is correct.

3) On Friday I went to see Dr Patel about my bad back. He sent me straight to Dorset County Hospital for a scan. My husband, Dave, drove me in our VW Polo. Unfortunately, it broke down at the traffic lights in Great Western Road in Dorchester. I had to walk to the hospital and on the way I met my friend, Wendy. The nurse gave me the Western Gazette and Hello magazine to read while I waited for Dave. I’ve got to go back to see the consultant, Mrs Jones, in December.

Capital letters and full stops practice

1) The dog barked when it heard the postman. I sent Sandra a card for her birthday.

2) Julie is going on holiday to Italy in July. or: In July Julie is going on holiday to Italy. I will be staying with my sister at Christmas.

3) The chef cooked for guests every day. He never cooked for himself. Caroline was a teacher. She loved working with children. The lorry driver drove from London to Leeds. On the way he had a puncture. He arrived in Leeds very late. Mandy did not like getting up early in the mornings. She was always late for work. Her boss got really cross. On the way home Mandy stopped at Asda. She bought herself a cream cake.

Question marks & exclamation mark practice

1) What is your name? I’m tired! (or a full stop) Breakfast is ready! (or a full stop) He has gone home. I think you’re lovely! (or a full stop) Come here! Are we nearly there yet? Sit down now! Watch out! When is Granny coming?

2) What films are on at the cinema tonight? I cannot believe how tall you are now!

3) Statement – a sentence that gives information Question – a sentence that asks something Command – a sentence that tells someone to do something Exclamation – a sentence that expresses strong emotion
4) Stop making so much noise! E
   I have finished my homework. S
   Does anyone know where my slippers are? Q
   Have you looked under the sofa? Q
   The dog has chewed my slippers! E
   Go and tidy your room! E
   I have made supper. S
   Will you do the washing up? Q

**Comma practice**

**Commas for lists**

1) Tonight we have guests and I am going to cook chicken casserole, potatoes, carrots and peas.
2) For pudding we will have strawberries, shortbread and cream.
3) At the supermarket I need to buy chicken, mushrooms, eggs, frozen peas, sugar and cream.
4) At the greengrocers I need to buy onions, carrots, potatoes and strawberries.
5) When I get home, I must make the casserole, put it in the oven and make the shortbread.
6) Then I need to wash up, prepare the vegetables and lay the table.
7) Then I must cook the vegetables, prepare the strawberries, whip the cream and warm the plates.
8) When I have finished, I will put my feet up, have a drink and wait for my guests!

**Commas for extra information**

1) Sentence 3 is correct. The main part of the sentence is: My sister is coming to supper tonight.
2) My cat, Ginger, has been missing for two weeks.|
   Our village pub, which won an award last year, has just closed.
   My house, which has a red front door, is just round the corner.
   My Granny, who was 100 years old, died last week.
3) When I get a job, I'm going to buy a car.
   My best friend, who lives in London, is moving to Scotland next year.
   Our daughters, Jenny and Joanna, are just two years apart in age.
   While I'm on holiday, I'm hoping to visit my cousins.
   I'm planning to climb Snowdon, which is the tallest mountain in Wales

**Apostrophe practice 1 (contractions)**

1) I'm - we're you're they're he's she's didn't can't we've you've isn't it's wouldn't won't could've might've
2) Correct contractions: haven’t, won’t, should’ve

3) John’s – John is / he’s – he has
   isn’t – is not / it’s – it is
   don’t – do not / they’re – they are
   didn’t – did not / she’s – she is
   hasn’t – has not / ground’s – ground is
   we’re – we are / aren’t – are not
   I’ll – I will / I’ve – I have
   Pete’s – Pete has / they’ve – they have

4) We’re you’re their your were they’re

Apostrophe practice 2 (for belonging)

1) Our dentist’s name is Mr Adams
   The car’s wheels go round and round.
   My friend’s house has been burgled!

2) The shoe that belongs to the boy. > The boy’s shoe.
   The shoes that belong to the boy. > The boy’s shoes.
   The shoe that belongs to the two boys. > The boys’ shoe.
   The shoes that belong to the two boys. > The boys’ shoes.

3) The dog’s tail was always wagging.
   The dogs’ tails were always wagging.
   The old man’s fingernails were dirty from gardening.
   The shop’s window had been broken.
   The boys’ fathers all came to watch the match.

4) The farmer’s fields are ready for harvest. (one farmer)
   The farmers’ fields are ready for harvest. (more than one farmer)
   My daughter’s friends are coming for tea. (one daughter)
   My daughters’ friends are coming for tea. (two daughters)

5) men women children people

6) Men’s trousers are on the second floor.
   Women’s shoes are on the ground floor.
   Children’s clothes are on the first floor.
   Boys’ pyjamas are near the back of the shop.
   Girls’ school uniforms are in the corner.

More apostrophe practice for the really enthusiastic

The only sign post that is right is: St Paul’s Square, because the square ‘belongs’ to St Paul.
The rest only have an ‘s’ on the end because they are plurals. Nothing is contracted and
nothing belongs to anything!
More exercises may be added to this section later.