

# Apples and Pears

TEACHER'S NOTES D

Third  
Edition

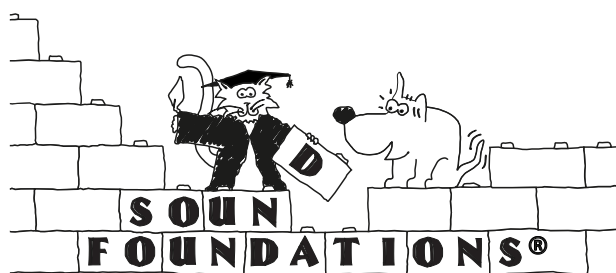
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# Apples and Pears

## Getting started:

### **Which pupils will benefit from *Apples and Pears*?**

*Apples and Pears* can be used with pupils of any age from 4 onward. It can be used with pupils of all abilities, including those with special needs. It can be used for one-on-one teaching, or it can be used with groups of pupils who are well-matched for ability. You should always use the placement tests to determine the appropriate starting point. Any pupil with a spelling age of less than 10 years will almost certainly benefit greatly from the programme.

### **Does it take any special training to use *Apples and Pears*?**

Almost anyone with a bit of common sense can teach a child to spell with *Apples and Pears*. It is designed so that classroom assistants and parents can use it successfully, even with children who have reading problems. However, you must read these notes carefully. We are always happy to give advice.

### **How does *Apples and Pears* work?**

*Apples and Pears* is a direct instruction programme. The *Teacher's Notes* are scripts which tell the teacher what to say to the pupils. The pupils each have their own workbook. The constant interaction between teacher and pupil ensures a very high percentage of time-on-task, and it enables the teacher to correct mistakes immediately.

### **Why does *Apples and Pears* work?**

Learning to write well puts a considerable load on a pupil's memory. If pupils do not have a firm grasp of spelling, punctuation and grammar, they will have less attention available for the content of their work.

*Apples and Pears* works on these principles:

1. Carefully planned structure ensures that material is taught in a logical order.
2. Every task is broken down into the smallest possible steps.
3. Continuous reinforcement ensures that no time is wasted by teaching skills that are quickly forgotten.
4. Pupils are trained to hear each sound in a word—this greatly reduces the memory load of learning to spell.
5. Memory load is also drastically reduced by a 'morphemic' strategy—pupils learn interchangeable building blocks in words and the rules for adding them together. Each morpheme\* in the word "ex-cept-ion-al-ly" can be used in dozens of other words. Pupils learn the rules for **dropping the 'e'** (hoping, hopeless); **doubling** (fitting, fitness) and **changing 'y' to 'i'** (studied, studying).

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\* A morpheme is the smallest unit of a word that has a meaning. e.g., the morphemes in 'watering' are *water + ing*, but its syllables are wah'ter ing.

6. Irregular words are introduced at a controlled rate. Pupils with learning difficulties find these the most difficult to master.
7. Extensive dictation exercises give pupils an understanding of correct sentence structure and punctuation, and assists the transfer of skills to other written work.
8. Multi-sensory techniques work with all pupils, regardless as to their individual strengths and weaknesses.

### **How often should I use *Apples and Pears*?**

Ideally, you should use it every school day. With special needs pupils, this is all but essential. With other pupils, three lessons per week is the minimum. Each lesson will take about 10 to 20 minutes, depending upon the ability of the pupils and the experience of the teacher.

### **The Teacher's Notes:**

At first glance, these may seem a bit daunting, but they all follow fairly standard patterns. Once you get used to them, you will only need to glance at them occasionally. You do not have to follow them word-for-word, and you should adapt the notes to your own style. **There are three golden rules:**

1. **Keep you eyes on your pupils and their workbooks.** If necessary, use a sheet of paper so you do not lose your place in the Teacher's Notes.
2. **Correct all mistakes immediately, if not sooner.** Review problem spellings before a spelling test or sentence dictation.
3. **Keep the pace cracking along.** Do not let pupils distract you—the others will get bored and lose the thread.

### **Correcting errors:**

The best way to correct an error is to spell the word orally as the pupil writes down the letters. Then have the pupil cover the word and spell it orally, or write it (whichever is easiest).

When teaching groups, it is usually best to ask a pupil who has spelled the word correctly to spell it aloud, while others correct their work. When correcting their work, pupils must rewrite the whole word, not modify odd letters.

### **Reviewing problem spellings: individual tutoring**

Each time the pupil makes a mistake and is unable to self-correct immediately, underline the word in your Teacher's Notes, and use the correction procedure outlined above. At the end of the lesson—and at the beginning of the next lesson—use the following procedure:

1. Make a list of the problem words. Spell each one out loud, and have the pupil write them down (on a whiteboard or a blank sheet of paper), reading what they have just written.

Example: *Teacher: "Write b-r-o-w-n....what word?"*

*Pupil: "brown"*

2. Ask the pupil to look at the word, and point to each letter and spell it out loud.

Example: *Teacher: "Spell the word brown. Point to each letter as you say it."*

*Pupil: "b-r-o-w-n"*

3. Cover the work and dictate each word, so the pupil writes them from memory. Intervene and correct as soon as the pupil makes a mistake.
4. Cover the work and ask the pupil to spell each word aloud from memory.

With special needs pupils, you should not do more than 2 or 3 words at a time. Otherwise, they may forget the spellings and make errors. If you have more than 4 words on your list, you may be going too fast and it is probably a good idea to go back 2 or 3 levels.

### **How fast should I go?**

Most pupils can do a level each day with very little trouble. However, dyslexic pupils may need to go slower—perhaps half a level a day. **But if a pupil is not getting at least 90% of his spellings right, you are going too fast.**

### **Mastery Tests:**

If a pupil fails a Mastery Test, you **must** go back. Do not give the pupil the benefit of the doubt in borderline cases. Otherwise, your pupil will keep making more and more mistakes, and this will destroy confidence and enthusiasm. Children seldom mind having to repeat material—usually, they are relieved to be working at the appropriate level.

### **Teaching groups:**

Teaching groups is a far more efficient use of a teacher's time, and it is more fun. Competitions will keep your pupils keenly engaged. Always have all the pupils seated facing you—you cannot teach the back of a child's head. Ideally, you want to be able to see every worksheet without having to move more than a few steps. Do not be afraid to mix children from different years. Do not include children who are slow writers—the rest of the group will get bored waiting for them.

# Apples and Pears

## Review:

(At the beginning of each lesson, write the day and date on the white board. For instance, write **Monday, July 4th, 2016.**†)

At the beginning of each lesson, you will copy the day and date into your workbook. Write the day and the date in your workbook.

### 1. Copying letters in words:

I'll spell some words and you write them down.

Then tell me what words I spelled.

*phone*

*busy*

*deny*

*build*

*ought*

*eight*

*climb*

*mobile*

Now cover your work and write these words from dictation.

### 2. Sentence dictation:

1. *We ought to buy eight mobile phones.*

2. *They can't all be busy at once.*

### 3. 'y'-to-'i' Rule:

- When do you change 'y' to an 'i' in a word?

**(When the word ends in consonant plus y)**

*(Repeat until perfect.)*

Look at the first word-sum in Part 3.

The first part of the word-sum is *fun + y*.

- What word does that make? **(funny)**
- Now spell *funny* out loud, remember the Doubling Rule.

**(f-u-n-n-y)**

Write *funny* in the first blank.

- Does *funny* end with a consonant plus y? **(Yes)**
- Do we change the 'y' to an 'i' when we write *funniest*? **(Yes)**
- Spell *funniest* out loud. **(f-u-n-n-i-e-s-t)**

Now write *funniest* in your workbook.

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† Make this standard procedure for all written work. This is a simple and virtually fool-proof method of teaching children to spell the days and months. It is also essential training for writing formal letters.

### 3. Continued:

The first part of the next word-sum is *en + joy*.

- What word does that make? (**enjoy**)
- Now spell *enjoy* out loud. (**e-n-j-o-y**)

Write *enjoy* in the first blank.

- Does *enjoy* end with a consonant plus y? (**No**)
- Do we change the 'y' to an 'i' when we write *enjoyable*? (**No**)
- Spell *enjoyable* out loud. (**e-n-j-o-y-a-b-l-e**)

Now write *enjoyable* in your workbook.

The first part of the next word-sum is *scare + y*.

- What word does that make? (**scary**)
- Now spell *scary* out loud. (**s-c-a-r-y**)
- What rule did you follow? (**dropping the 'e'**)

Write *scary* in the first blank.

- Does *scary* end with a consonant plus y? (**Yes**)
- Do we change the 'y' to an 'i' when we write *scarier*? (**Yes**)
- Spell *scarier* out loud. (**s-c-a-r-i-e-r**)

Now write *scarier* in your workbook.

Add the rest of the word-sums together.

*sprayed*      *angrier*      *delaying*      *bossiest*

Now turn the page and write these words from dictation.

*funniest*      *enjoyable*      *scarier*  
*sprayed*      *angrier*      *delaying*      *bossiest*

### 4. Morpheme sums:

Add the morphemes together.

*station*      *objections*      *accepted*  
*receiver*      *division*      *photograph*

Now cover your work and write these words from dictation:

### 5. Sentence dictation:

1. *We accepted the builder's proposal.*
2. *You ought to take a photograph of that railway station.*

# Apples and Pears

Mastery Test:

## Test to be used after Level 10:

*(See the instructions for Mastery Tests on page 5.)*

<i>permitted</i>	<i>replied</i>	<i>necessary</i>	<i>computer</i>
<i>guitar</i>	<i>dispose</i>	<i>general</i>	<i>revision</i>
<i>successful</i>	<i>radio</i>	<i>reputation</i>	<i>Germany</i>
<i>guest</i>	<i>received</i>	<i>business</i>	<i>television</i>
<i>magic</i>	<i>physical</i>	<i>imagine</i>	<i>proposal</i>

### Scoring:

<b>Mastery:</b>	<i>0-3 errors— pass</i>
	<i>4-7 errors— review spelling patterns and retest the following day.</i>
	<i>8+ errors— go back to Level 1.</i>



# Apples and Pears

Level 11:

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

## 1. New word introduction:

(Write these words on a white board.)

*listen sign great beauty idea trouble*

Read each word and then spell it out loud.

(Prompt if necessary—then erase the words.)

Now spell the words out loud again.

(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors—then erase the words.)

Now write the words in Part 1.

(Dictate the words in a different order.)

## 2. Morpheme sums:

Add the morphemes together.

*designer beautiful untroubled*

Now read the words you have just written.

## 3. Definitions:

Insert one morpheme in each blank. The new word must match the definition.

*permitted proposal retracted*

## 4. Morpheme dictation:

- What is the first morpheme in *permitting*? (**per**)
- What is the next morpheme in *permitting*? (**mit**)
- What is the last morpheme in *permitting*? (**ing**)

Write *permitting*.

- Did you use a rule? (**doubling**)

(Repeat for the following words:)

*un + deny + able = undeniable (y to i)*

*for + got + en = forgotten (doubling)*

## 5. Writing words:

*(Dictate the words in Parts 3 and 4.)*

*permitted      proposal      retracted*  
*permitting      undeniable      forgotten*

## 6. Rules practice:

Add the morphemes together, remembering your rules.

*resigned      worried      beautiful*  
*planning      committee      listen*

Now read the words you have just written.

## 7. Spelling test:

*uncle      phone      tune      steal<sub>(what thieves do)</sub>*  
*sure      just      guilty      ginger*  
*radio      guitar      magic      physic*

## 8. Sentence dictations:

- 1. My uncle should've resigned from the planning committee.*
- 2. Any more of your great ideas, and we're sure to be in trouble!*
- 3. I love to listen to that beautiful tune.*
- 4. I am worried that someone will steal my mobile phone.*

# Apples and Pears

Mastery Test:

## Test to be used after Level 20:

*(See the instructions for Mastery Tests on page 5.)*

<i>idea</i>	<i>future</i>	<i>propeller</i>	<i>pretending</i>
<i>trouble</i>	<i>designer</i>	<i>beautiful</i>	<i>requirement</i>
<i>failure</i>	<i>natural</i>	<i>compelled</i>	<i>commitment</i>
<i>admire</i>	<i>supplier</i>	<i>disguise</i>	<i>disputed</i>
<i>great</i>	<i>furniture</i>	<i>contender</i>	<i>listen</i>

### Scoring:

<b>Mastery:</b>	<i>0-3 errors— pass</i>
	<i>4-7 errors— review spelling patterns and retest the following day.</i>
	<i>8+ errors— go back to Level 11.</i>

# Apples and Pears

Level 21:

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

## 1. Morpheme sums:

Add the morphemes together.

*official essential cordial*

Now read the words you have just written.

## 2. Meanings:

Fill in the blanks in each sentence using one of the words from Part 1.

1. *Our old friends gave us a **cordial** welcome.*
2. *If you go hiking, it is **essential** to carry enough water.*
3. *We received an **official** notice from the council.*

Read the sentences.

## 3. Rules practice:

This is a variation to the doubling rule.

**A vowel-consonant morpheme that cannot stand alone never doubles.**

Look at the example in Part 3.

*list + en + ing = listenning **wrong***

*list + en + ing = listening **right***

*flat + er + ed = flattered **wrong***

*flat + er + ed = flattered **right***

Add the morphemes together.

*normalise      magical      fastener      unofficial*

Now read the words you have just written.

## 4. Writing words:

(Dictate the words in Part 1.)

*official essential cordial*

### 5. Possessives:

Underline each possessive and insert an apostrophe before the 's'.

1. The **umpire's** call was hotly disputed.
2. That film features some of my favourite actors.
3. Which dealers supplied your **mother's** furniture?

Now cover your work and write these sentences from dictation.

### 6. Rules practice:

Add the morphemes together, remembering your rules.

<i>supposed</i>	<i>listener</i>	<i>impartial</i>
<i>necessary</i>	<i>inquiry</i>	<i>repel</i>
<i>uncommitted</i>	<i>inconceivable</i>	

Now read the words you have just written.

### 7. Spelling test:

<i>phone</i>	<i>special</i>	<i>measure</i>	<i>judge</i>
<i>mobile</i>	<i>young</i>	<i>behaviour</i>	<i>idea</i>
<i>future</i>	<i>labour</i>	<i>sign</i>	<i>listen</i>

### 8. Sentence dictation:

1. Judges are always supposed to be impartial.
2. In future, I will take special measures at the first sign of bad behaviour.
3. Most young people think that it is essential to be mobile.

# Apples and Pears

Mastery Test:

## Test to be used after Level 30:

(See the instructions for Mastery Tests on page 5.)

<i>colour</i>	<i>instantly</i>	<i>perfectly</i>	<i>stranger</i>
<i>expired</i>	<i>official</i>	<i>rescue</i>	<i>producer</i>
<i>suit</i>	<i>measure</i>	<i>umpire</i>	<i>substantial</i>
<i>wire</i>	<i>pressure</i>	<i>expelled</i>	<i>behaviour</i>
<i>value</i>	<i>affection</i>	<i>extended</i>	<i>transmitter</i>

### Scoring:

<b>Mastery:</b>	<i>0-3 errors— pass</i>
	<i>4-7 errors— review spelling patterns and retest the following day.</i>
	<i>8+ errors— go back to Level 21.</i>

# Apples and Pears

Level 31:

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

## 1. Meanings:

Read the words in Part 1. Match the words to their meanings.

<i>continue</i>	=	<i>carry on</i>
<i>rescue</i>	=	<i>save</i>
<i>avenue</i>	=	<i>a wide street</i>

## 2. Morpheme sums:

Add the morphemes together.

<i>packaging</i>	<i>reissued</i>	<i>discontinued</i>
<i>affected</i>	<i>decision</i>	<i>classical</i>
<i>collection</i>	<i>heavier</i>	

Now cover your work and write these words from dictation.

## 3. Sentence dictation:

1. *They reissued the collection of classical stories.*
2. *We will continue studying German next term.*
3. *They are wrapping the package in heavier paper.*

## 4. Ordering alphabetically:

Write the words in alphabetical order.

(Hint : circle the third letter in each word.)

*package*  
*padding*  
*pages*  
*paid*  
*panned*  
*partial*  
*passage*  
*paying*

## 5. Spelling test:

<i>powerful</i>	<i>shove</i>	<i>quiz</i>	<i>letter</i>
<i>leave</i>	<i>wrong</i>	<i>fright</i>	<i>hex</i>
<i>speak</i>	<i>boot</i>	<i>brass</i>	<i>meal</i>
<i>floss</i>	<i>bend</i>	<i>growl</i>	<i>spy</i>
<i>bowl</i>	<i>stall</i>	<i>shook</i>	<i>real</i>
<i>brand</i>	<i>shrink</i>	<i>least</i>	<i>tight</i>

## 6. Homophones:

Choose the right homophones for each sentence.

1. *They'll have to live with **their** decisions.*
2. ***They're** running a rescue home for stray donkeys.*
3. ***They're** building **their** house over **there**.*

Cover your work and write these sentences from dictation.

## 7. Mystery bonus sentence:

This is your mystery bonus sentence. If you spell every word correctly, you will get a bonus point.

1. *By now, I thought you would've learned how to play your guitar.*

## 8. Word bingo:

<i>radio</i>	<i>ginger</i>	<i>mature</i>	<i>idea</i>
<i>busy</i>	<i>future</i>	<i>beauty</i>	<i>guitar</i>
<i>physical</i>	<i>trouble</i>	<i>search</i>	<i>bought</i>
<i>cause</i>	<i>before</i>	<i>rule</i>	<i>texture</i>



# Apples and Pears

Mastery Test:

## Test to be used after Level 40:

(See the instructions for Mastery Tests on page 5.)

<i>partial</i>	<i>packaging</i>	<i>location</i>	<i>sausage</i>
<i>instruction</i>	<i>favourable</i>	<i>sharpener</i>	<i>permission</i>
<i>message</i>	<i>repelled</i>	<i>continue</i>	<i>automatic</i>
<i>submitted</i>	<i>average</i>	<i>relation</i>	<i>reducing</i>
<i>education</i>	<i>special</i>	<i>storage</i>	<i>compensation</i>

### Scoring:

<b>Mastery:</b>	0-3 errors—	pass
	4-7 errors—	review spelling patterns and retest the following day.
	8+ errors—	go back to Level 31.

# Apples and Pears

Level 41:

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

## 1. Morpheme sums:

Add the morphemes together.

*confusing refused profusely*

Now read the words you have just written.

## 2. Meanings:

Fill in each blank using one of the words from Part 1.

1. All these different instructions are very **confusing**.
2. The protesters **refused** to obey the police.
3. We thanked the stranger **profusely** for his kind favour.

Read the sentences.

## 3. Morpheme analysis:

Read the words in Part 3.

Fill in the blanks to show the morphemes in each word.

*trans + fuse + ion*

*mote + ive + ate + ion*

*auto + pilot*

*re + pack + age + ed*

*af + fect + ion + ate*

*de + cise + ive*

*de + pute + y*

*op + pose + ing*

Now cover your work and write these words from dictation.

## 4. Writing words:

(Dictate the words in Part 1.)

*confusing refused profusely*

## 5. Homophones:

Choose the right homophones for each sentence.

1. The Royal **Mail** is responsible for delivering the post.
2. You shouldn't **stare** at him or he might get angry.
3. We were very **tense, waiting** for the police to come.

Now cover your work and write these sentences from dictation.

## 6. Rules practice:

Add these morphemes together, remembering your rules.

<i>perceptive</i>	<i>confusion</i>	<i>remote</i>	<i>location</i>
<i>hostage</i>	<i>denied</i>	<i>copying</i>	<i>reliable</i>

Now read the words you have just written.

## 7. Spelling test:

<i>issue</i>	<i>people</i>	<i>fought</i>	<i>hurry</i>
<i>screw</i>	<i>known</i>	<i>educate</i>	<i>avenue</i>
<i>treasure</i>	<i>behaviour</i>	<i>physician</i>	<i>yawn</i>

## 8. Sentence dictations:

1. A good teacher never confuses the issue.
2. Some people like to go camping in remote locations.
3. The hostage got away in all the confusion.

# Apples and Pears

Mastery Test:

## Test to be used after Level 50:

(See the instructions for Mastery Tests on page 5.)

<i>damage</i>	<i>refusal</i>	<i>musical</i>	<i>situation</i>
<i>listening</i>	<i>subversive</i>	<i>voyage</i>	<i>intermission</i>
<i>missionary</i>	<i>fault</i>	<i>tough</i>	<i>conversation</i>
<i>cottage</i>	<i>laundry</i>	<i>amusement</i>	<i>university</i>
<i>quotation</i>	<i>garage</i>	<i>confusion</i>	<i>August</i>

### Scoring:

<b>Mastery:</b>	<i>0-3 errors— pass</i>
	<i>4-7 errors— review spelling patterns and retest the following day.</i>
	<i>8+ errors— go back to Level 41</i>

# Apples and Pears

Level 51:

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

## 1. New word introduction:

(Write these words on a white board.)

*thief chief brief relief believe niece*

Read each word and then spell it out loud.

(Prompt if necessary—then erase the words.)

Now spell the words out loud again.

(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors—then erase the words.)

Now write the words in Part 1.

(Dictate the words in a different order.)

## 2. Morpheme sums:

Add the morphemes together.

*disapproval faultless toughness*

*educational machinery invaluable*

*strangeness replied*

Now read the words you have just written.

## 3. Definitions:

Insert one morpheme in each blank. The new word must match the definition.

*unbelievable improving university*

## 4. Morpheme dictation:

What is the first morpheme in *flattened*? (**flat**)

What is the next morpheme in *flattened*? (**en**)

What is the last morpheme in *flattened*? (**ed**)

Write *flattened*.

Did you use a rule? (**doubling and exception to doubling**)

## 4. Continued:

*(Repeat for the following words:)*

*leak + y + er = leakier ('y' to 'i')*

*scare + y + est = scariest (dropping the 'e' and 'y' to 'i')*

## 5. Writing words:

*(Dictate the words in Parts 3 and 4.)*

*unbelievable      improving      university*

*flattened      leakier      scariest*

## 6. Rules practice:

Add the morphemes together, remembering your rules.

*stopped      educational      projects      briefly*

*objectives      unbelievable      precisely      teachers*

Now read the words you have just written.

## 7. Spelling test:

*pure      argue      machine      waste (in the bin)*

*August      edge      kettle      deadly*

*money      kindness      Sunday      already*

## 8. Sentence dictations:

- 1. Teachers should know precisely what their educational objectives are.*
- 2. Some projects are an unbelievable waste of time.*
- 3. The thief stopped briefly to rob my niece.*

# Apples and Pears

Level 62:

(Write the day and date on the white board.)

Copy the day and the date into your workbook.

## 1. Meanings:

Read the words in Part 1. Match the words to their meanings.

<i>select</i>	=	<i>choose</i>
<i>recollect</i>	=	<i>remember</i>
<i>conclude</i>	=	<i>finish</i>

## 2. Morpheme sums:

Add the morphemes together.

<i>collection</i>	<i>include</i>	<i>prepare</i>	<i>climbing</i>
<i>selected</i>	<i>impossible</i>	<i>disbelieve</i>	<i>scheming</i>

Now cover your work and write these words from dictation.

## 3. Sentence dictation:

1. *The captain told his crew to prepare to anchor.*
2. *We can't include little children on our mountain climbing trip.*
3. *I selected some choice tunes for my record collection.*

## 4. Ordering alphabetically:

Write the words in alphabetical order.

*assist*  
*brief*  
*chemist*  
*compare*  
*machine*  
*select*  
*straight*  
*terrible*

## 5. Spelling test:

<i>marriage</i>	<i>expensive</i>	<i>juice</i>
<i>invaluable</i>	<i>precision</i>	<i>continued</i>
<i>tissue</i>	<i>introduced</i>	<i>message</i>
<i>education</i>	<i>voyage</i>	<i>indispensable</i>
<i>autograph</i>	<i>sausage</i>	<i>operation</i>
<i>transportation</i>	<i>wired</i>	<i>infusion</i>
<i>situation</i>	<i>automotive</i>	<i>imitation</i>
<i>contested</i>	<i>refusal</i>	<i>promotion</i>

## 6. Homophones:

Choose the right homophones for each sentence.

1. Are **there** any text messages on **your** mobile phone?
2. **They're** not quite sure that **you're** getting a good education.
3. **Their** offer to loan you an automobile might solve **your** transportation problem.

Now cover your work and write these sentences from dictation.

## 7. Mystery bonus sentence:

This is your mystery bonus sentence. If you spell every word correctly, you will get a bonus point.

1. *I would've thought you could've got these spellings right by now.*

## 8. Word bingo:

<i>people</i>	<i>issue</i>	<i>power</i>	<i>yawn</i>
<i>treasure</i>	<i>educate</i>	<i>wrong</i>	<i>dawn</i>
<i>few</i>	<i>bomb</i>	<i>young</i>	<i>pencil</i>
<i>pure</i>	<i>ground</i>	<i>worse</i>	<i>women</i>



# Apples and Pears

Level 63:

*(Write the day and date on the white board.)*

Copy the day and the date into your workbook.

## **Sentence dictation:**

Bonus points for spotting the commas and apostrophes!

1. *I believe my niece subsists entirely on boiled cabbage and sausage.*
2. *The author's characters were scarily believable.*
3. *We had a terrible night's sleep on the mountainside.*
4. *The captain says that our voyage will resume as soon as the anchor is up.*
5. *It's possible that my father will assist your studies at university.*
6. *That chemist's shop normally does very good business.*
7. *He reversed the automobile into the garage with great caution.*
8. *The planning officials consistently refused to approve the scheme.*
9. *Please collect all your dirty laundry and put it in the washing machine.*
10. *You must be highly motivated if you want to be successful.*
11. *By now you should've noticed a remarkable improvement in your spelling.*
12. *We wish you every success in the future.*