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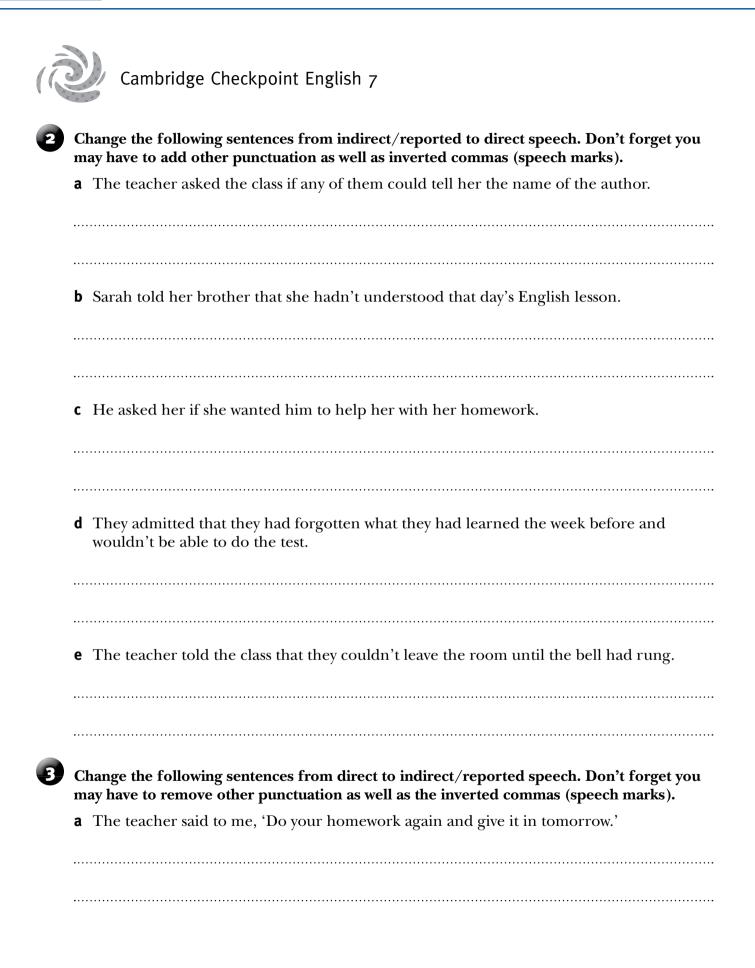
## **UNIT 4** School stories

This unit gives you practice in expanding notes; changing direct and indirect speech; using dialogue and speech verbs; and creating similes. There are also exercises on sentence-building and the apostrophe of omission.

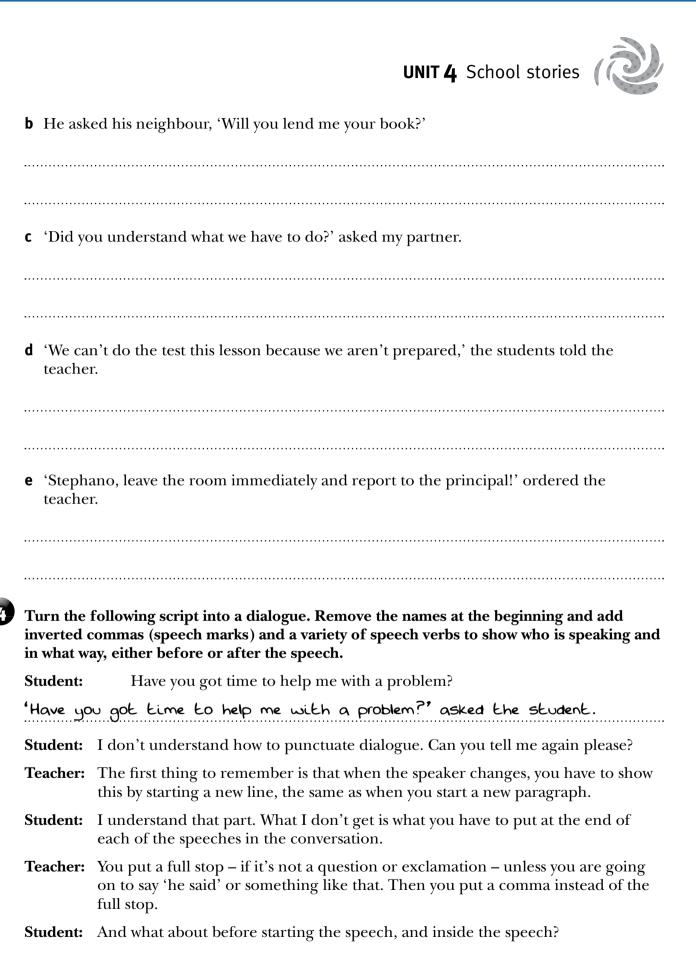
## Expand the following notes into a paragraph.

started school aged 5; very small; in our village; walked to school; aged 11 changed to private secondary school in town; travel by bus; especially enjoy team sports and English; big differences in class sizes and facilities; more friends; also more homework; Mrs Jackson kindest teacher because smiles a lot; find maths a difficult subject; maths teacher strict but maths has improved









Car	mbridge Checkpoint English 7
Teacher:	If the sentence has already begun, then you put a comma before opening the inverted commas. The punctuation inside the speech is the same as for any writing the speech is the same as for any writing the speech is the same as for any writing the speech is the same as for any writing the speech is the same as for any writing the speech is the same as for any writing the speech is
Student:	Thanks a lot. I think I can do my homework now.
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a speech v punctuatio	
a speech v punctuation Her fakt	verb at the end. Use all three ways for the speeches below, being careful with the on. Add a suitable person and speech verb, avoiding 'said'. For example:
a speech v punctuation Her fakt 'I have	verb at the end. Use all three ways for the speeches below, being careful with the on. Add a suitable person and speech verb, avoiding 'said'. For example: her insisted, 'I have no idea whether he will be coming or not.'
a speech v punctuation Her fach 'I have 'I have	verb at the end. Use all three ways for the speeches below, being careful with the on. Add a suitable person and speech verb, avoiding 'said'. For example: her insisted, 'I have no idea whether he will be coming or not.' no idea,' her father insisted, 'whether he will be coming or not.'
a speech v punctuation Her fach 'I have 'I have	verb at the end. Use all three ways for the speeches below, being careful with the on. Add a suitable person and speech verb, avoiding 'said'. For example: her insisted, 'I have no idea whether he will be coming or not.' no idea,' her father insisted, 'whether he will be coming or not.' no idea whether he will be coming or not,' her father insisted.
a speech v punctuation Her fach 'I have 'I have	ner insisted, 'I have no idea whether he will be coming or not.' no idea,' her father insisted, 'whether he will be coming or not.' no idea whether he will be coming or not,' her father insisted.

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My brother said he wouldn't help me with my homework because he hated doing homework and had enough trouble with his own. He said that he didn't think that my helping him to learn his French verbs for a test was the same thing. He said that in any case he couldn't help me with English because he was no good at English and had just got a really bad grade for his latest composition. He said that it was because he hadn't punctuated the direct speech properly.



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7	Suggest appropriate and original ways of completing the following descriptions with similes to describe character.
7	to describe character. Her eyes twinkled like jewels in sunlight.
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0	to describe character. Her eyes twinkled like jewels in sunlight.
	to describe character. Her eyes twinkled like jewels in sunlight. a The old woman's face in the picture was as wrinkled as
	<ul> <li>to describe character.</li> <li>Her eyes twinkled like jewels in sunlight.</li> <li>a The old woman's face in the picture was as wrinkled as</li> <li>b The boy was running so fast away from the school gates, it was as if</li> </ul>
	<ul> <li>to describe character.</li> <li>Her eyes twinkled like jewels in surlight.</li> <li>a The old woman's face in the picture was as wrinkled as</li> <li>b The boy was running so fast away from the school gates, it was as if</li> <li>c Everything about her appearance gave the impression of</li> </ul>



	UNIT 4 School stories
Rewrite the simple sentences below as a parag 'so', 'but' or 'or' to make three compound sen	
<b>a</b> It was breaktime.	
<b>b</b> The class was let out into the playground.	
<b>c</b> It was raining.	AT EL MARKEN
<b>d</b> They could play in the covered area.	
<b>e</b> They could go to the hall.	
<b>f</b> They were not allowed to get wet.	
<b>g</b> Some children wanted to play in the rain.	
<b>h</b> They stayed outside.	
i Their clothes got soaked.	
<b>j</b> They were sent home.	
Write out the words below in full, replacing th Be careful because there are some irregulariti	
<b>a</b> they're	<b>d</b> it's
<b>b</b> 'til	<b>e</b> o'clock
<b>c</b> you've	f she'd
	27)

	Cambridge Checkpoint English 7					
	<b>g</b> don't	i	could've			
	<b>h</b> can't	j	won't			
10	Ocontract the words and phrases below, using apostrophes to replace the removed letters. Be careful because there are some irregularities.					
	<b>a</b> would have	f	did not			
	<b>b</b> he has	g	shall not			
	<b>c</b> I am not	h	should have			
	<b>d</b> you had	i	must not			
	<b>e</b> you would					

