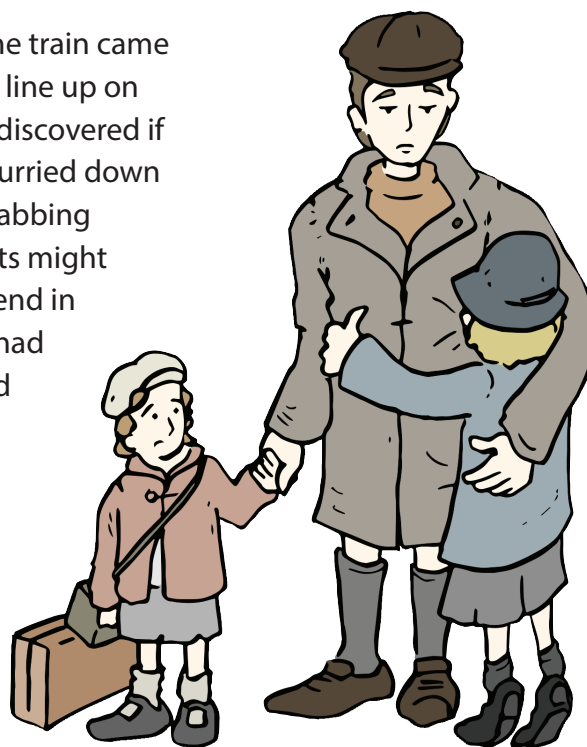


We had reached our destination: Wilmslow. The train came to a halt and we were told to get our suitcases and line up on the platform. I knew that my deception would be discovered if I stayed where I was. In the commotion I quickly hurried down to the other end of the platform, but not before grabbing another small suitcase I had my eye on. (Its contents might be useful later.) I hoped that I could once again blend in with the St. Mark's children. At first, I wasn't sure I had joined the right school, but then I saw Kenneth and his sisters. Kenneth must have seen the look of confusion on my face, for he pointed to the line I should have been standing in.

The register was taken again and when it came to my turn I said that I was present. The boy in front of me turned round and gave me a funny look, but luckily he didn't say anything. The teacher simply said, "Oh! You're here now, are you?" and without looking up, quickly moved onto the next name in the register. The policeman then took the register from the teacher and began to patrol up the class lines. He looked at the children's name tags and then checked the names with those on the register. All the children thought it was part of the evacuation process; only I knew the real reason for the extra scrutiny. The police in Manchester had obviously rung through to the police station at Wilmslow to have me apprehended.



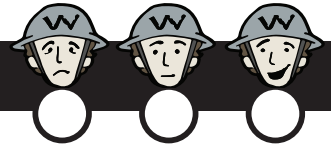
I was standing at the back of the line, so I was the last child the policeman saw. He picked up the tag to have a better look and checked the name on the register. I held my breath and willed the boy in front of me to stay quiet. I could feel my heart pounding heavily in my chest. It felt like it wanted to burst through my school pullover. "Your school appears to be in order," he said, handing back the register to the teacher, and moving on to the other school to start the process all over again. I had got away with it. I could see Kenneth giving me a puzzled look from his class line, so I gave him a grin as if to say everything was fine.

Next, we were marched out of the station and down a road where a number of buses were waiting for us. Kenneth had to say goodbye to his two younger sisters, as the two older classes were ordered onto the first of the waiting buses. The girls began to weep, and other children started to cry as they were separated from their older brothers and sisters. For the first time since my wartime experience started, I realised how painful and upsetting this was for all children involved. I wasn't the only one who was going through turmoil at the moment. I had to wipe away a tear myself as I said good-bye to his sisters. We were bundled onto the buses and Kenneth and I managed to find a seat together. He waited until the noisy bus engine started up before speaking. "What's going on?" he muttered under his breath as he looked at the name hastily written in pencil on the back of my tag: Duncan Spooner.



Name: _____

I can use the passive voice.



Sometimes sentences are written in the active voice and sometimes they are written in the **passive voice**. The most common form is the active voice when the subject is performing the action.

The teacher took the register.

But sometimes sentences are written in the passive voice when the subject of the sentence has something done to it by something or somebody else.

The register was taken by the teacher.



Change the following sentences from the active to the passive voice. The sentences have been started for you.

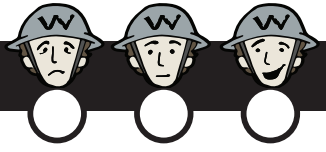
- 1 The children crowded onto the platform.
The platform
- 2 The policeman checked the register.
The register
- 3 Drew had written on the back of the name tag.
The back of the name tag
- 4 Drew had written Duncan Spooner's name on the tag.
Duncan Spooner's name
- 5 Luckily, the policeman didn't turn the name tag over.
Luckily, the name tag
- 6 The teachers marched the children down the road.
The children
- 7 The teachers had to split the evacuees up.
The evacuees
- 8 They bundled Drew and Kenneth onto the first bus.
Drew and Kenneth

Extension Identify all the examples of the passive voice used in the passage.





Name: _____



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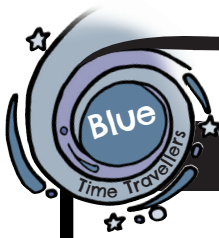


Change the following sentences from the active to the passive voice. The underlined words need to be the subject of the sentences written in the passive voice.

- 1 The children crowded onto the platform.
.....
- 2 The policeman checked the register.
.....
- 3 Drew had written on the back of the name tag.
.....
- 4 Drew had written Duncan Spooner's name on the tag.
.....
- 5 Luckily, the policeman didn't turn the name tag over.
.....
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.....
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.....

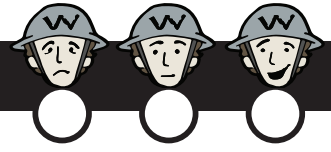
Extension Identify all the examples of the passive voice used in the passage.





Name: _____

I can use the passive voice.



Sometimes sentences are written in the active voice and sometimes they are written in the **passive voice**. The most common form is the active voice when the subject is performing the action.

The teacher took the register.

But sometimes sentences are written in the passive voice when the subject of the sentence has something done to it by something or somebody else.

The register was taken by the teacher.



Change the following sentences from the active to the passive voice. First, identify the new subject for each sentence to be written in the passive voice.

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- 2 The policeman checked the register.
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- 3 Drew had written on the back of the name tag.
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- 4 Drew had written Duncan Spooner's name on the tag.
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Extension Identify all the examples of the passive voice used in the passage.

