

## A world of words 7 to 12

### L7. Where we live

climate  
nation  
international  
cities  
countryside  
landscape  
abroad  
Britain  
region  
area  
geography  
foreign

### L10. How we live our lives

believe  
religion  
faith  
reality  
attitude  
racism  
prayer  
tolerance  
marriage  
relationships  
consumer  
pressure

### L8. Don't miss

performance  
competition  
celebration  
tournament  
wedding  
engagement  
funeral  
interview  
barbecue  
exhibition  
ceremony  
audition

### L11. A good

novel  
fiction  
fantasy  
author  
science fiction  
diary  
comics  
publisher  
reference  
narrator  
autobiography  
genre

## Practising Language 4a and 4b

### Active and passive

A dog ate my sandwiches.

My sandwiches were eaten by a dog.



What's the difference? The first sentence is **active** and the **subject** (a dog) does the **action**. The second sentence is **passive** and the **subject** (my sandwiches) is on the **receiving**.

### P4a

Identify which sentences are **active** by writing **A** in the box and which are **passive** by writing **P**:

- The team scored four goals but still lost the match. ☐
- Susie's just won the match. ☐
- My bedroom was cleaned this summer. ☐
- Ben was given the book by his uncle. ☐
- I was really surprised to find the book. ☐
- By next year, the team will have won the match. ☐
- Thousands of people were at the match. ☐

### P4b

Write these sentences in the **passive** meaning and keeping to the same tense.

- My father can repair the computer.  
The computer \_\_\_\_\_
- The teacher handed Darren a pile of books.  
Darren \_\_\_\_\_
- Australians speak English.  
\_\_\_\_\_
- Year 6 are organising a cake sale.  
\_\_\_\_\_

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research

## Practising Language 20

### Read all about it!

In stories we can get to know all kinds of people. Owen tells us in his own words how he reacted when he met someone very different.

## THE WITCH

"Oh no!" I gasped.

I'd finally done what I'd been trying not to do since we moved into our new house. I'd kicked my ball into the witch's garden.

Quickly moving back from the fence in case she saw me, I assessed the situation. My first option was to leave my ball there to rot – but what would Mum say? She was always telling me to be careful with my belongings. My second option was to execute a commando raid – leap over the fence, grab my ball and dash back to base. But what if the witch caught me?

The third option was, of course, the sensible one. Go round and ask for my ball back. Some of the kids at school, though, had told me that she was a witch and I didn't know who to believe.

"You'll soon make new friends," Mum had said. "After all, we've only been here three weeks. I haven't even got to know the neighbours yet." Mum hadn't seemed very keen on getting to know our closest neighbour. A few days after

we had moved in, an old woman with straggly grey hair dressed all in black, had waved to us in the garden and shouted something, but Mum couldn't understand what she said and had made me go inside.

Had I become a coward? I took a deep breath and, before I could change my mind, I strode out of my house and up to her front door. I was just going to ring the bell when I heard voices.

Quickly I ran back to my room.

I was amazed to see my age with shoes called Peter and "Hello," he said.

had new neighbours, you, by the way.

"Auntie Magda continue. "She's

"No." He showed to be polite. She

so I visit her son from Poland after

"I thought she said it, I realised

"Are you silly at me scornfully

It's difficult to let language when

hear my grandpa was a witch too

He started to I assessed the situation

such a bad impression want to be my friend

could try to put it right

I rushed after him. "I'm not silly, I panted,

"or at least I don't want to be. When I get my ball back, can we play some time?"

He paused. I guess he was assessing the situation too. "OK," he said. "I'm just going to the shops for Auntie Magda now, so I'll see you there when I get back." He smiled.

"She's making cakes!"

## Thinking and Writing Tasks 5 to 8

### T5. On the phone

Now that smartphones are so widespread, many of us are often in the position of hearing other people's conversations – or at least half of the conversation. However, you can usually imagine what the person on the other end of the phone is saying from the replies and questions you do hear.



- Try your hand at writing this type of one-sided conversation. Imagine you hear this in a public place. You could start with:

Hello. I'm on the bus/train...

### T6. What's in a name?

- Find out about the origins of names, for example, what about your name? Does your first or family name have a special meaning?
- Choose some interesting names among people you know. Try to find out where these names come from.
- Now look at some place names. Find out (ask/do research, etc.) the origin of some places you know, e.g. the name of your street, school, town; the place you have had a holiday; your favourite team's ground...

### T7. All about

Write the autobiography

I was born...

- As a contrast of your biography, have become to use your name, biography, need

### T8. Leaflets or

The term junk

advertising and sent to us although them – and usually Collect some junk leaflets as you can

Analyse each item headings:

form: leaflet, letter

purpose: information, persuasion, etc.

audience: children, teachers, the general public, etc.

A table would be a good way to set this out clearly.

What is the majority of the junk mail?

Why might this be?