

Ghosts at the Castle!



Exercises

from the original 2001 edition

Exercises

Note: The 2018 edition of *Ghosts at the Castle* is accompanied by a Workbook with a very extensive (and new) collection of exercises. For those who prefer not to use the Workbook, this booklet contains the exercises of the original 2001 reader. The story text is identical in both reader editions, so that the exercises in this booklet and the workbook may be used interchangeably.

Some Ideas for Working on These Exercises

The following exercises offer well over 600 questions: a wide variety which the teacher can choose from to suit the needs of different classes. Most of the question-blocks are based on about 15–20 lines of text, though the last three exercises for each chapter (*Vocabulary*, *Mixed Questions* and *Retelling*) assume that the whole chapter has been worked on.

- ✧ Before starting any further work, pupils should always hear the story (or section of it) in the teacher's own words. This is not a matter of the teacher's learning the text by heart, but of retelling the story with whatever mime, expressions, gestures etc. may be needed to help the pupils understand before any work on individual items of vocabulary begins. Once the class is used to this first retelling by the teacher, even the weakest pupils will be able to answer the simpler questions, thus holding mixed-ability groups together. Many weak pupils find it easier to answer these questions either with books closed or with only the reader text in front of them. Often, plenty of practice is needed before these children feel comfortable working alone from the written text of the questions.
- ✧ If the teacher wishes, classes can be introduced gradually to a methodology of work on all, or at least some of the exercises. Using a simple sequence of steps, even weaker pupils can learn to achieve some degree of independence in their work. Consider the *Change into the Past Tense* exercises. Quicker children will be likely to know many of the answers already, or be able to look for and find the forms they need without the teacher's assistance. Others may be helped by practising the steps:
 - 1) Look at the exercise heading – at the end of it is a page number which tells you where to find the answers you need.
 - 2) Find this page, while still keeping open the page with the exercises.
 - 3) Look at the first 'question', and look for a very similar sentence on the text page.
 - 4) One word in particular will be different – the word corresponding to the verb in italics in the exercise. This differing form is the *past tense* form that is needed.
- ✧ Similar steps may be used for the *Vocabulary* exercises, which are among the most difficult for some pupils. If the answer is known spontaneously – wonderful! But how can pupils find the answer independently if they don't already know it? (Using only this reader, that is, and not asking anyone for help ...)

If pupils know that the paraphrases in the vocabulary questions are similar (or identical) to those used in the *Vocabulary Page by Page* on pages 51–59 (of the 2018 edition), then they can adapt the steps outlined above, and work as follows:

- 1) Find what page number the questions refer to (from the exercise heading).
 - 2) Turn, not to this page in the main text, but to that part of the *Vocabulary Page by Page* where the words for these text pages are listed.
 - 3) Find the *italicised* words of the question in the middle block of the *Vocabulary* lists.
 - 4) When you have found the right place, the word in the left-hand column is the answer (= the word asked for), while a German translation (if needed) can be seen in the right-hand column.
- ✧ Over-use of structured material can easily become pedantic, resulting in slow progress, boredom and mechanical, careless work by the pupils. On the other hand, a certain degree of structure – where this seems useful – can be an enormous help in giving weaker pupils confidence, while at the same time enabling more gifted children to do some work quite independently. This is especially helpful in those situations where some pupils have already finished the basic task set, while others are just getting started!
- ✧ It should be emphasised again that the variety and volume of exercises offered here are intended as a reservoir from which teachers can select according to the needs of their individual classes. There is no specific quantity or sequence of exercises which is “most beneficial” in all cases.
- ✧ Happy Learning!

Exercise 1 — Who and Where (page 3)

CHAPTER 1

1. Where were people doing their shopping?
2. Where was everything quiet?
3. Who was the fat lady?
4. Where was she standing?
5. Who came into the sweet shop?
6. Where was the picture of the cow?
7. Who said that the donkey and the chicken were beautiful?
8. Who shook his head?

Exercise 2 — What (page 3)

1. What were people doing in the village of Ghostmoor?

2. What did the fat lady have in her mouth?
3. What question did she ask Brian?
4. What did Brian want?
5. What did Mrs Candymouth pick up?
6. What pictures did the next two boxes have?
7. What picture did the biggest box have?
8. What question did Brian ask Mrs Candymouth?

Exercise 3 — Put into the Past Tense (page 3)

1. It is Saturday morning in Ghostmoor village.
2. People are doing their shopping.
3. In the sweet shop, everything is quiet.
4. Suddenly, the door opens.
5. Mrs Candymouth smiles at the young man.
6. She asks, "Can I help you?"
7. She picks up a box of chocolates.
8. Then she shows Brian some more boxes.

Exercise 4 — Short Answers (page 3)

1. Did the fat lady have a lollipop in her mouth?
2. Did the door open suddenly?
3. Did a young man come in?
4. Did Mrs Candymouth smile at him?
5. Did she give him a lollipop?
6. Did Brian want a box of chocolates?
7. Did he want the box with the chicken on it?
8. Did the box with the red roses on it cost fifteen pounds?

Exercise 5 — Either/Or (pages 3–4)

1. Was it Friday evening or Saturday morning?
2. Did Brian want a box of chocolates or a lollipop?
3. Did he buy the smallest box in the shop or the biggest?
4. Did it have a donkey on the front or red roses?
5. Did it cost fifteen pounds or forty?
6. Who giggled – Mrs Candymouth or Brian?
7. Was Brian going to marry Mrs Candymouth or Julie McPhantom?
8. What fell on the floor – the money or the box of chocolates?

5. Does the policeman know the story of Ghostmoor Castle?
6. Is there a curse on the McPhantom family?
7. Does the first husband of every lady die?
8. Does the second husband die too?

Exercise 32 — Let Constable Law Tell the Story! (page 11)

Example: The policeman spoke to the people. →
I spoke to the people.
The baker's wife looked at him. →
The baker's wife looked at me.

1. Mrs Bonebreaker told the policeman about Brian and Julie.
2. The policeman was very surprised. "That's nice," he said.
3. Everyone looked at him, shocked.
4. The policeman didn't know the story of Ghostmoor Castle.
5. He had only been in his job for six months.
6. Then the people told him about the curse on the McPhantom family.
7. The policeman didn't believe in things like that.
8. Now everyone around him began to speak.

Exercise 33 — Who and What (page 12)

1. Who had killed her husband on the third day after their wedding?
2. Who had died since then?
3. What had killed the young husband of Julie's great-grandmother, Victoria?
4. What was Brian going to do now?
5. What did the people ask Brian's parents?
6. What would Mr Bonebreaker ask Brian?
7. Who were Mr Smarthead and Mr Cleverbrain?
8. What had they heard now?

Exercise 34 — Either/Or (page 12)

1. Had Lady Beryl killed her husband or the policeman?
2. Had all the husbands died since then or only the first husband of every lady?
3. Was Julie a lovely girl or was she absolutely shocking?
4. Did the people see Brian's grandmother or his parents?
5. Did Brian want to marry Julie or Lady Emily?
6. Would everyone be there that evening or only Mr Bonebreaker?
7. Was Mr Smarthead tall and thin or short and fat?
8. Did Mr Cleverbrain have little eyes and big glasses or big eyes and little glasses?

Exercise 35 — Put into the Past Tense (page 12)

1. The people all *want* to tell the story.
2. Everyone *remembers* the deaths of the first husbands.
3. Then the people *see* Brian's parents.
4. The talking *becomes* louder.
5. Brian *loves* Julie and *wants* to marry her.
6. At last, Mr Bonebreaker *has* an idea what to do.
7. Two men *are* watching and listening.
8. One is tall and thin, the other short and fat.

Exercise 36 — Vocabulary (pages 8–13)

1. What is the word for a meal that you eat in the middle of the day?
2. What do we call a road with houses on each side?
3. With a phone, you can to your friends.
4. What is the problem? = What is the?
5. What do we call a person who works with meat?
6. He came in the race – he was the winner.
7. What is the opposite of to forget?
8. What is a word meaning mother and father?

Exercise 37 — Mixed Questions (pages 8–13)

1. Where had most people gone, now it was twelve o'clock?
2. Who did Mrs Goldfinger first talk to?
3. Why did the other shopkeepers go out into the street?
4. When did everyone stop talking?
5. What did the policeman say when he heard that Brian wanted to marry Julie?
6. Why didn't the policeman know the story of Ghostmoor Castle?
7. Who dies, three days after their wedding?
8. When did the curse begin?
9. Who had an idea to help Brian?
10. What did Mr Cleverbrain think about the story of Ghostmoor Castle?

Exercise 38 — Retelling (pages 11–12)

1. What was *The Curse of Ghostmoor Castle*?
Tell the story in about five or six sentences of your own.

Exercise 39 — Who (pages 13–15)

1. Who had lived at Ghostmoor Castle for hundreds of years?
2. Who walked up and down the long room?

CHAPTER 5

3. After the wedding, everyone *goes up* to the castle.
4. When everyone is sitting down, Mr McPhantom *begins* to speak.
5. Brian's mother *sees* that one picture is all black!
6. Mr McPhantom *does not* want to talk about the ghosts on Julie's wedding day!
7. People *start* to eat and drink.
8. After the meal, there is dancing, and Mrs Candymouth *dances* with Mrs Blossomcheek.

Exercise 56 — Describing a Picture (page 19)

1. What can you see in the picture on page 19?
Write at least 5 sentences.

Exercise 57 — Short Answers (page 20)

1. Was it soon very late?
2. Did Mr McPhantom stand up?
3. Did the guests hear loud thunder outside?
4. Did they see a ghost next to Mr McPhantom?
5. Is there a terrible storm outside?
6. Is it raining pigs and horses?
7. Does the castle have hundreds of bedrooms?
8. Did all the people say they would sleep in the castle?

Exercise 58 — Either/Or (page 20)

1. Was it very early or very late when Mr McPhantom stood up?
2. What did the guests hear outside – loud thunder or a small orchestra?
3. Did they see ghosts or a flash of lightning?
4. Was there a terrible storm outside or just a shower of rain?
5. Must everyone go home or can they stay in the castle?
6. Are there lots of bedrooms or only one or two?
7. Will the people go home in the storm or will they stay in the castle?
8. Who took them all to their rooms – servants or Mr McPhantom?

Exercise 59 — Vocabulary (pages 18–20)

1. He is very in sport.
2. What do we call a group of people who play music together?
3. What is another word meaning to begin?
4. What is one word for breakfast, lunch, dinner or supper?
5. What is the opposite of early?
6. What is the opposite of inside?

7. What do we call a time of wind, rain, thunder and lightning?
8. What do we call a person who works for another person?

Exercise 60 — Mixed Questions (pages 18–20)

1. Why did Mrs Candymouth and Mrs Blossomcheek cry?
2. What was the Great Hall of the castle full of?
3. What was on the tables?
4. Who was Mr McPhantom?
5. When did he begin to speak?
6. Why were most of the people very interested in the castle?
7. Why didn't Mr McPhantom want to talk about Lady Beryl?
8. When did the guests hear thunder outside?
9. Why might going home be a problem?
10. Why might staying in the castle be a problem?

Exercise 61 — What (pages 20–22)

CHAPTER 8

1. What was quiet now?
2. What was dark?
3. What fell through the small windows?
4. What began to ring?
5. What did Lady Beryl look at?
6. What has there been in the castle?
7. What did the ladies step out of?
8. What did they have to do now?

Exercise 62 — Describing a Picture (page 21)

1. What can you see in the picture on page 21?

Exercise 63 — Who and Where (page 22)

1. Who came running into the hall after the terrible scream?
2. Who did they see in front of them?
3. Where did they run over to?
4. Who was standing there?
5. Where did Mr and Mrs Quince run when they went past the guards?
6. Who had the guards not seen?
7. Who was surprised?
8. Who did the guards let pass?

Exercise 64 — Put into the Future Tense (page 23)

1. The policeman *comes* running into the hall.
2. He *sees* the empty pictures on the walls.

Exercise 82 — Put into the Past Tense (page 30)

1. Lady Emily *steps back* into her portrait in the Great Hall.
2. Then she *turns* to Lady Ethel in the picture next to her.
3. “Mother, I feel so weak,” she *whispers*.
4. Brian isn’t afraid of Emily, and he *makes* her laugh.
5. Lady Ethel *tells* Lady Victoria and Lady Beryl the news.
6. Lady Beryl *says* nothing for a moment.
7. Then she *cries* in a loud voice, “The McPhantom family is now free again!”

Exercise 83 — Retelling (page 30)

1. Tell the story of *Lady Emily Comes Back to the Portraits* in about five or six sentences of your own.

Exercise 84 — What and Where (pages 30–32)

CHAPTER 11

1. What was open to let in the fresh air?
2. What did the two men each have in their hands?
3. What was in each bag?
4. Where did the two men go?
5. Where were they standing now?
6. What moved out of the pictures, suddenly?
7. Where did the two men stop running?

Exercise 85 — Put into the Future Tense (pages 30–32)

1. Two men *come* into the castle very quietly.
2. They each *have* a bag of gold in their hands.
3. Slowly, they *go* into the Great Hall.
4. They *stand* just in front of the portraits.
5. Suddenly, two hands *knock* the bags of gold to the floor.
6. The two men *run* out of the castle very fast.
7. They *stop* outside in the street.

Exercise 86 — Short Answers (pages 30–32)

1. Was it early on the fourth day after the wedding?
2. Was the front door of the castle closed?
3. Did two men come in very quietly?
4. Were they Brian’s father and Mr McPhantom?
5. Did they go into the Great Hall?
6. Was the Great Hall full of people?
7. Did hands from the pictures knock the gold to the floor?
8. Did the two men run into the kitchen?

Exercise 87 — Describing a Picture (page 31)

1. What can you see in the picture on page 31?
Write at least 5 sentences.

Exercise 88 — Retelling (pages 30–32)

1. Tell the story of *Gold in the Great Hall* in five or six sentences.

Exercise 89 — Mixed Questions (pages 32–33)

CHAPTER 12

1. Who came happily into the Great Hall?
2. Who came running in now?
3. Which portrait isn't black now?
4. Where did Brian and Julie see two bags lying?
5. What was in the bags?
6. What did Mr McPhantom say when he saw Lady Beryl's portrait?
7. Where did Brian want to go, before they talked about the gold?

Exercise 90 — Either/Or (pages 32–33)

1. Did Brian come into the Great Hall happily or sadly?
2. Was it the first day after the wedding or the fourth?
3. Did Julie come running in or did she walk in slowly?
4. Were the bags lying by the door or near the portraits?
5. Did both Brian's parents come in or only his mother?
6. Who said something about Lady Beryl – Mr McPhantom or Mrs Happydale?
7. Was Mr McPhantom shocked or happy when he saw the gold?
8. Did Brian want to go away from the portraits or from his parents?

Exercise 91 — Put into the Past Tense (page 33)

1. Julie comes running in.
2. She looks around the hall and stops suddenly.
3. The portrait of Lady Beryl isn't black now.
4. Then Brian and Julie go over to the portraits.
5. They see two bags lying on the floor.
6. Julie picks up a bag and looks inside.
7. There is gold in both of the bags.
8. "Wonderful!" says Mr McPhantom.

Exercise 92 — Vocabulary Questions for Chapters 10–12 (pages 30–33)

1. What is another word for *to come back*?
2. How do you today? – Oh, I fine! (*Zweimal das gleiche Wort!*)
3. What is the opposite of *quiet*?
4. What is the opposite of *late*?
5. Open the window – let's have some !
6. She had her eurythmy shoes in a yellow
7. Be quiet! The baby is!
8. I'll do my homework, then I can play.

Exercise 93 — Retelling (pages 32–33)

1. Tell *The End of the Story* in about five or six sentences of your own.