

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?

Exercise 6 — Describing a Picture (page 5)

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

Exercise 7 — Let Brian Tell the Story! (pages 3–4)

Example: **Brian** lived in the village of Ghostmoor. →
I lived in the village of Ghostmoor.
His girlfriend was Julie McPhantom. →
My girlfriend was Julie McPhantom.

1. Brian went into the sweet shop.
2. Mrs Candymouth smiled at him.
3. He asked for a big box of chocolates.
4. Mrs Candymouth showed him a box with a cow on it.
5. But Brian shook his head.
6. At last he saw the box he wanted.
7. Brian's face was very red.
8. The chocolates were for his girlfriend, not for him.
9. Brian wanted to marry his girlfriend.
10. He gave Mrs Candymouth the money and she just looked at him.

Exercise 8 — Vocabulary (pages 3–4)

1. What do we call a shop that sells chocolates, lollipops and so on?
2. What is the opposite of loud?
3. Brian wanted to say “no,” so he shook his
4. What is the word for an animal like a horse, but with long ears?
5. What do we call the front of your head, where your eyes, nose and mouth are?
6. What do we call a girl who is a boy's special friend?
7. If today is Friday, then will be Saturday.
8. What is a word for pounds, dollars, euros and so on?

Exercise 9 — Mixed Questions (page 4)

1. Whose face was very red?
2. Who were the chocolates for?
3. When is Brian getting married?
4. What is his girlfriend's name?
5. When Mrs Candymouth heard the name McPhantom, did she giggle or did she drop the chocolates?
6. Was she shocked?
7. Was her face white?
8. Did Brian give her the money for the chocolates?

Exercise 10 — Retelling (pages 3–4)

1. Tell the story of Brian and Mrs Candymouth in your own words. You can make it quite short – about five or six sentences!

Exercise 11 — Who (pages 4–6)

1. Who was the owner of the flower shop?
2. Who came into her shop?
3. Who had long black hair?
4. Who wanted some nice roses?
5. Who are the flowers for?
6. Who lives at Ghostmoor Castle?
7. Who is shocked?
8. Who speaks coldly?

Exercise 12 — What (pages 4–6)

1. What stood in the market place?
2. What colour was Mrs Blossomcheek's hair?
3. What did Brian want to buy in the shop?
4. What colour were the roses?
5. What did Mrs Blossomcheek take now, with the roses?
6. What colour was Brian's face?
7. What fell open?
8. What did Brian give Mrs Blossomcheek?

Exercise 13 — Put into the Past Tense (pages 4–6)

1. The flower shop *stands* in the market place.
2. Mrs Blossomcheek *is* a thin lady with black hair.
3. She *looks* up when the door of the shop *opens*.
4. The roses *are* red, and *have* a lovely smell.
5. Mrs Blossomcheek *takes* the roses and some wrapping paper.
6. She *asks* Brian about his girlfriend.
7. Brian *says* his girlfriend is Julie McPhantom.
8. Mrs Blossomcheek's mouth *falls* open.

Exercise 14 — Short Answers (pages 4–6)

1. Was the flower shop in the market place?
2. Was Mrs Blossomcheek the owner?
3. Was she very fat?
4. Has she got any roses today?
5. Are the roses red?

6. Are they two pounds each, for Brian?
7. Are the roses for Brian's girlfriend?
8. Is Brian getting married tomorrow?

Exercise 15 — **Either/Or** (pages 4–6)

1. Was Mrs Blossomcheek the owner of a flower shop or a sweet shop?
2. Was she fat or thin?
3. Did Brian want to buy some roses here or a box of chocolates?
4. What had a lovely smell – Mrs Blossomcheek's hair or the flowers?
5. How much did the roses cost – one pound each or one pound for seven?
6. Are the flowers for Brian's mother or for his girlfriend?
7. Is Brian getting married tomorrow or next week?
8. Does Mrs Blossomcheek smile when she hears the name 'McPhantom' or is she shocked?

Exercise 16 — **Vocabulary** (pages 4–6)

1. What is a word for tulips, lilies, roses and so on?
2. What is the opposite of fat?
3. He the door and came in.
4. Yesterday was Sunday, so is Monday.
5. would you like? (Two words – look at the text!)
6. What is the opposite of old?
7. What is the opposite of gentleman?
8. What is the opposite of wonderful?

Exercise 17 — **Mixed Questions** (pages 4–6)

1. Where is the flower shop?
2. Who has a white face?
3. How much does each rose cost?
4. How much will Brian pay for his seven roses?
5. What did Mrs Blossomcheek take to put round the roses?
6. When is Brian getting married?
7. When did Mrs Blossomcheek's mouth fall open?
8. Why did her mouth fall open?

Exercise 18 — **Retelling** (pages 4–6)

1. Tell the story of Brian and Mrs Blossomcheek in your own words.
Not too long – about five or six sentences!

Exercise 19 — Who (page 7)

1. Who was seventy years old?
2. Who came into the jeweller's shop?
3. Who can't see well?
4. Who would like to buy a ring?
5. Who is the ring for?
6. Who is getting married?
7. Who put a tray of rings on the counter?
8. Who went to the window with two rings?

Exercise 20 — What (pages 7–8)

1. What did Mrs Goldfinger wear on the end of her nose?
2. What would Brian like to buy?
3. What did Mrs Goldfinger put on the counter?
4. What did Brian hold up to the light?
5. What was the price of the most expensive ring?
6. What was the price for Brian?
7. What is the name of Brian's girlfriend?
8. What fell to the floor?

Exercise 21 — Put into the Future Tense (page 7)

1. A young man *comes* into the jeweller's shop.
2. Mrs Goldfinger *looks* up.
3. Brian *asks* Mrs Goldfinger for a ring.
4. Mrs Goldfinger *puts* a tray of rings on the counter.
5. Brian *picks* up one ring, then another.
6. He *goes* to the window with the rings.
7. He *holds* them up to the light.
8. At last, he *comes* back to the counter.

Exercise 22 — Short Answers (page 7)

1. Was Mrs Goldfinger seventy years old?
2. Did a young man come into her shop?
3. Can Mrs Goldfinger see well?
4. Would Brian like to buy a ring?
5. Is the ring for a young man?
6. Is it for Brian's girlfriend?
7. Did Brian hold the rings up to the light?
8. Did he put the blue ring on his finger?

Exercise 23 — Either/Or (pages 7–8)

1. Who wore glasses – Brian or Mrs Goldfinger?
2. Did Brian want a ring or did he want some roses?
3. Was the ring for a young man or for a lady?
4. Was the lady Brian’s girlfriend or was she Mrs Candymouth?
5. Did Brian take the two rings to the door or to the window?
6. How much does Brian pay for the ring – eight hundred and twenty-five pounds or eight hundred?
7. Is Brian’s girlfriend called Julie McPhantom or Julie Happydale?
8. Was Mrs Goldfinger happy when she heard the name or was she shocked?

Exercise 24 — Let Mrs Goldfinger Tell the Story! (pages 7–8)

Example: **Mrs Goldfinger** was seventy years old. →

I was seventy years old.

She wore glasses on the end of **her** nose. →

I wore glasses on the end of **my** nose.

1. Mrs Goldfinger looked up as a young man came into her shop.
2. “Who’s there?” she said.
3. Brian said “Good morning” to Mrs Goldfinger.
4. He wanted to buy one of Mrs Goldfinger’s rings.
5. Mrs Goldfinger put a tray of rings on her counter.
6. Brian took two rings to the window of her shop.
7. Then he showed her the most expensive ring.
8. Mrs Goldfinger’s glasses fell to the floor when she heard the name of McPhantom.

Exercise 25 — Vocabulary (pages 7–8)

1. What do we call a person who sells diamonds, rings and so on?
2. What does Mrs Goldfinger have to help her see better?
3. What do we call the thing in the middle of our faces, between the eyes and mouth?
4. What is another word for big?
5. What is the opposite of cheap?
6. If a ring is not too big for you, and not too small, then it will you.
7. What does Brian say to Mrs Goldfinger instead of ‘Goodbye’?
8. What is the opposite of slowly?

Exercise 26 — Retelling (pages 7–8)

1. Tell the story of Brian and Mrs Goldfinger.
Write about five or six sentences.

Exercise 27 — Who (pages 8–9)

1. Who must go and tell her friends the terrible news?
2. Who did Mrs Goldfinger see in the street?
3. Who began to cry?
4. Who saw the three women talking?
5. Who is Brian Happydale going to marry?
6. Who was soon talking loudly?
7. Who said, “Now then, now then!”?
8. Who was the first person to speak to the policeman?

Exercise 28 — What (pages 8–9)

1. What did Mrs Goldfinger pick up?
2. What must she tell her friends?
3. What time was it now?
4. What did the other shopkeepers see from their shop windows?
5. What did the baker ask?
6. What is Brian Happydale going to do?
7. What did the new policeman say?
8. What did the baker’s wife say to the policeman?

Exercise 29 — Put into the Future Tense (pages 8–9)

1. Mrs Goldfinger *shakes* her head.
2. She *walks* out of her shop.
3. In the street she *sees* Mrs Candymouth and Mrs Blossomcheek.
4. All the women *look* shocked.
5. Mrs Blossomcheek *begins* to cry.
6. The other shopkeepers *go* out to talk to the women.
7. The news *makes* everyone upset.
8. The new policeman *asks* them a question.

Exercise 30 — Describing a Picture (page 10)

1. What can you see in the picture on page 10?
Write at least 5 sentences.

Exercise 31 — Short Answers (page 11)

1. Was the policeman surprised to hear about Brian and Julie?
2. Did he say, “That’s absolutely shocking!”?
3. Did Mrs Blossomcheek fall to the ground?
4. Did her mouth fall open?

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. Who put his hands behind his back to hide his presents?
4. Who came into the room now?
5. Who was frightened?
6. Who gave Julie the box of chocolates?
7. Who opened the chocolates and began to eat?
8. Who soon looked worried again?

Exercise 40 — **What** (pages 13–15)

1. What was small in the Great Hall?
2. What hung on the long stone walls?
3. What did these pictures show?
4. What did Brian have in his hands?
5. What hung down over Julie’s shoulders?
6. What did Julie take off the box of chocolates?
7. What did Julie and Brian begin to eat?
8. What did Julie want to show Brian?

Exercise 41 — **Put into the Future Tense** (page 13)

1. Brian *walks* up and down the long room.
2. He *holds* the roses and the box of chocolates in his hands.
3. The ring *is* in his pocket.
4. At last, he *hears* someone at the door.
5. Quickly, he *puts* his hands behind his back
6. Then Julie *comes* in.
7. Brian *says* “Hello” to Julie.
8. He *gives* her the roses.

Exercise 42 — **Describing a Picture** (page 14)

1. What can you see in the picture on page 14?
Write at least 5 sentences.

Exercise 43 — **Short Answers** (pages 15–16)

1. Did Brian and Julie go to the newest portrait first?
2. Did the portrait show Julie’s mother, Emily?
3. Did Ethel’s first husband die on the third day too?
4. Was Victoria the first lady to be struck by the curse of Ghostmoor Castle?
5. Was the fourth portrait very dark?
6. Does it make Julie shiver to look at the portraits?
7. Did Brian take a ring from his pocket?
8. Did Julie give him some roses?

Exercise 44 — Either/Or (pages 15–16)

1. Did Julie and Brian go to the oldest portrait first or to the newest?
2. Was this portrait of Julie's mother or of her grandmother?
3. Was Victoria the lady in the third portrait or the fourth?
4. Which picture was very dark – the third or the fourth?
5. Who started the problem – Lady Emily or Lady Beryl?
6. Does Julie shiver when she looks at the pictures or does she feel happy?
7. Did Brian give Julie the ring in the Great Hall or outside it?
8. Did Julie smile when she took it or did she begin to cry?

Exercise 45 — Put into the Past Tense (pages 15–16)

1. Lady Beryl *starts* the problem.
2. When she *dies*, her portrait turns black.
3. The family *asks* a painter to restore it.
4. But when he *tries* to begin, something *knocks* the brush from his hand.
5. Brian *presses* his lips together.
6. Outside the Great Hall, he *takes* the ring from his pocket.
7. Julie *gives* him a little smile.
8. Then she *looks* at Brian. Is he right?

Exercise 46 — Vocabulary (pages 13–16)

1. What do we call the *side* of a room or a house?
2. He stood with his hands in his
3. What is the opposite of *in front of*?
4. Are you of ghosts?
5. You with your nose.
6. Mum was when I didn't come home.
7. What is another word for *maybe*?
8. It was a night, with no moon.
9. I don't think I can help you, but I'll
10. I was, and my parents were wrong.

Exercise 47 — Mixed Questions (pages 13–16)

1. How long had the McPhantom family lived at Ghostmoor Castle?
2. Where did the portraits hang?
3. What did each picture show?
4. Where did Brian have the ring while he walked up and down the long room?
5. What was the first thing that Brian gave Julie?
6. What did Julie do with the chocolates before they began to eat them?

7. Why did Julie think that she and Brian couldn't get married?
8. Whose portrait was all black?
9. Why didn't the painter restore this picture?
10. Where were Brian and Julie when he gave her the ring?

Exercise 48 — Who and What (pages 16–17)

CHAPTER 6

1. Who came to see Mr Bonebreaker that evening?
2. Who was waiting for him?
3. Who stepped forward at last?
4. What did he say to Brian?
5. What were the people going to talk about?
6. Who is Mrs Applecake?
7. What will there be at the castle, after the wedding?
8. Who can be Brian's guests?
9. What did Mr Smarthead say to his friend when Brian went off?
10. What did Mr Cleverbrain answer?

Exercise 49 — Short Answers (pages 16–17)

1. Did Brian come to see the butcher?
2. Did he see him in the morning?
3. Were all the people of the village waiting for him?
4. Did they say hello?
5. Was there a long pause then?
6. Did the policeman step forward at last?
7. Did Brian say he would not marry Julie?
8. Will Mr Smarthead and Mr Cleverbrain go to the party too?

Exercise 50 — Either/Or (pages 16–17)

1. Was everybody waiting for Brian that evening or was there nobody there?
2. Have the people come to warn Brian or to give him a present?
3. Who spoke after Constable Law – the baker or the baker's wife?
4. Was Brian happy or angry when he heard what they said?
5. Where will the party be – at Ghostmoor Castle or in the flower shop?
6. Will it be before the wedding or after it?
7. Can everyone come to the party or everyone except the two tourists?
8. How much money do the tourists bet – fifty pounds or five hundred?

Exercise 51 — Vocabulary (pages 16–17)

1. Please for me at the bus stop.
2. There was with me, so I was alone.

3. My sister is in bed she is ill.
4. The teacher was when I lost my book.
5. What is the opposite of *intelligent*?
6. How many did you have at your birthday party?
7. The children at the funny clown.
8. Shakespeare has been for 400 years.

Exercise 52 — Mixed Questions (pages 16–17)

1. Who did Brian come to see?
2. When did he come?
3. Why was Brian surprised?
4. What happened after everyone had said hello?
5. Why had all the people come to see Brian?
6. What is Brian doing tomorrow?
7. Why should everyone come to the castle after the wedding?
8. What did Mr Cleverbrain bet five hundred pounds on?

Exercise 53 — Who (page 18)

CHAPTER 7

1. Who came to the wedding the next day?
2. Who cried at the wedding?
3. Who looked so beautiful?
4. Who went up to the castle after the wedding?
5. Who began to speak when everyone was sitting down?
6. Who looked around them as Julie's father talked?
7. Who saw that one picture was all black?
8. Who were the ladies in the portraits?

Exercise 54 — When and Where (page 18)

1. When did the people come to the wedding?
2. When did everyone go up to the castle?
3. Where were the tables with things to eat and drink?
4. Where had most of the people never been before?
5. Where did the portraits of the McPhantom ladies hang?
6. Where on the walls was the black picture?
7. When will Mr McPhantom tell Mrs Happydale about the ghosts?
8. When was there dancing?

Exercise 55 — Put into the Past Tense (page 18)

1. All the people of the village *come* to the wedding.
2. Mrs Candymouth and Mrs Blossomcheek *cry* because Julie *looks* beautiful.

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)

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?

CHAPTER 8

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.

3. Then the four ghosts *dance* around him.
4. Poor Constable Law's knees *shake*.
5. He *sinks* to the floor.
6. Then the ladies *go* out of the hall.
7. The policeman *crawls* to the window on his hands and knees.
8. He *climbs* out.

Exercise 65 — Short Answers (page 23)

1. Did Constable Law come running into the hall?
2. Was he in panic?
3. Has he seen a real ghost?
4. Did he try to photograph it?
5. Were the pictures on the walls empty now?
6. Did the four ghosts come in and see the policeman?
7. Was Constable Law frightened?
8. Did he shout loudly at the ghosts?

Exercise 66 — Either/Or (pages 23–25)

1. Were there three screams now or was there loud thunder?
2. Who came running down the long stairs – a fat lady or Lady Beryl?
3. Did she have some roses in her hand or a box of chocolates?
4. Were the things in white the ladies from the shops or were they ghosts?
5. Was Mrs Candymouth angry when she saw the other women or happy?
6. What did the three friends see outside the door – ghosts or guards?
7. Did Mrs Candymouth give the guards chocolates or fifty pounds in gold?
8. Did the guards let the women go or did they send them back into the castle?

Exercise 67 — Let Mrs Candymouth Tell the Story! (pages 23–25)

See the instructions for Exercise 32.

1. A fat lady in a white nightdress came running down the stairs.
2. In her hand she had a box of chocolates.
3. She was shouting, "A ghost! A ghost!"
4. She saw something white in front of her.
5. At her side, too, she could see something white.
6. Then Mrs Candymouth was on the floor, the box of chocolates next to her.
7. In front of her, her friends were on the floor too.
8. They were all in white nightdresses. (*Achtung!*)

Exercise 68 — Who, What and Where (pages 25–26)

1. Where was someone still working in the middle of the night?

2. Who was it?
3. What had she not heard, because she was so busy?
4. Who ran into the kitchen?
5. What did Mrs Sourdough do with the short man?
6. What did Mr Cleverbrain think the person in white must be?
7. Where did the cook throw Mr Cleverbrain?
8. Who gave a £20 note to each guard?

Exercise 69 — Describing a Picture (page 24)

1. What can you see in the picture on page 24? Write at least 5 sentences.

Exercise 70 — Put into the Past Tense (page 26)

1. Mr Cleverbrain *is* so frightened he *can't* speak.
2. "A – a ghost!" he *stammers*.
3. Mrs Sourdough *laughs* grimly.
4. She *shakes* poor Mr Cleverbrain till his glasses *fall off*.
5. Then she *throws* him into the hall of the castle and *closes* the door.
6. Mr Cleverbrain *is* lying on the floor when Mr Smarthead *comes in*.
7. Mr Smarthead *knows* there *are* ghosts in the castle.
8. The men *open* the door and Mr Smarthead *puts* £20 into each guard's hand.

Exercise 71 — Short Answers (pages 26–27)

1. Did the ghosts stop now?
2. Did all the guests run away?
3. Did Brian jump out of the window?
4. Were the two guards the last to run away?
5. Did they run when they saw Mrs Candymouth?
6. Did the four ladies go back to the Great Hall?
7. Will Emily deal with the young man, Brian Happydale?
8. Did the three older ladies step back into their portraits?

Exercise 72 — Vocabulary (pages 20–26)

1. What do we call *twelve o'clock at night – the middle of the night*?
2. School begins when the rings.
3. What is the opposite of *a son*?
4. What is the opposite of *first*?
5. What is the opposite of *slowly*?
6. I asked her a question, but she said
7. Your glass is – can I fill it up?
8. What is the word for a room where you cook food?

9. What is the opposite of *weak*?
10. Most English shops are open five on Saturdays.

Exercise 73 — Mixed Questions (pages 20–27)

1. How many times did the bell ring out for midnight?
2. Which of the four ladies moved first?
3. Who were the first guests to come running into the hall, screaming?
4. Why was the policeman shocked when he saw the pictures on the walls?
5. Who was the fat lady in the white nightdress?
6. Why did the guards let the three friends pass?
7. Where did Mrs Sourdough throw Mr Cleverbrain?
8. Why did the guards let Mr Smarthead and Mr Cleverbrain pass?
9. How did the butcher and his wife leave the castle?
10. Which of the four ladies must deal with Brian Happydale?

Exercise 74 — Retelling (pages 20–27)

1. What happened *In the Great Hall at Midnight*?
Tell the beginning of this chapter in about four or five sentences.
2. What happened with *Constable Law and the Four Ghosts*?
Tell this part of the story in about five or six sentences.
3. What happened to *Mrs Candymouth and Her Friends*?
Tell this part of the story in about six or seven sentences.
4. Tell the story of *The Cook, Mr Cleverbrain and Mr Smarthead* (6–7 sentences)

Exercise 75 — Who and Where (pages 27–29)

CHAPTER 9

1. Who came through the wall into Brian's bedroom?
2. Where was Brian sleeping?
3. Who was a nice young man?
4. Where did Brian see the ghost?
5. Who had been dreaming?
6. Who had woken him up?
7. Who had been very frightened of the ghosts?
8. Where does Emily say Brian must follow her to?

Exercise 76 — What and Why (pages 27–29)

1. What was so strong?
2. Why was Brian angry?
3. Why was Emily surprised?
4. What must Emily do with Brian?
5. What did Brian put over his head?

6. Why did Emily begin to giggle, and then laugh?
7. Why does she feel so weak?
8. What did Emily walk through when she went out?

Exercise 77 — Short Answers (pages 27–29)

1. Did Lady Emily come through the door of Brian’s bedroom?
2. Was Brian sleeping on the sofa?
3. Was the curse of Ghostmoor Castle very weak?
4. Did Brian see the ghost on his bed?
5. Had Julie woken Brian up?
6. Was Emily very frightened of Brian?
7. Does Brian want to go to the land of ghosts?
8. Must Emily go and rest, after she laughs so hard?

Exercise 78 — Describing a Picture (page 28)

1. What can you see in the picture on page 28?
Write at least 5 sentences.

Exercise 79 — Vocabulary (pages 27–29)

1. What is the opposite of *to go to sleep*?
2. Please can I sit Teresa?
3. What is the opposite of *to stay*?
4. My car is good, but her car is much
5. What is the word for a *big piece of thin cloth for a bed*?
6. What is another phrase meaning *to be frightened of*?
7. What is the opposite of *black*?
8. What is the opposite of *good*?

Exercise 80 — Retelling (pages 27–29)

1. Tell the story of *Brian and Lady Emily* in about six or seven sentences of your own.

Exercise 81 — Either/Or (page 30)

CHAPTER 10

1. Who stepped back into the portrait – Lady Emily or Lady Beryl?
2. Were the portraits in the kitchen or in the Great Hall?
3. Did Emily shout or whisper to her mother?
4. Does Emily feel weak or strong now?
5. Was Lady Ethel pleased at Emily’s news or was she shocked?
6. Who heard the news last – Beryl or Victoria?
7. Is it the beginning or the end of the curse, if a ghost laughs?
8. Did Lady Beryl say, “The curse has ended” loudly or did she whisper?

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)

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.