

Ghosts at the Castle!



TEACHERS' KEY

**English
Practice Book**

edition waldorf

Quick Start: Some Ideas

VERSION: JULY 2021

- Don't try to do everything!
- Show how to do the TYPES of exercises!
- This material is for oral work too!
- Accept short phrases as answers
- Allow different work tempos in the class

WHY? — HOW? SEE THE NEXT PAGE!

More on the “Quick Start” Ideas

PLEASE DON'T TRY TO DO EVERYTHING

This practice book offers a LOT of material. Most classes may do just half the exercises, and maybe only a third, if they're working on other things too. So do choose what you want, need or have time for, and leave the rest. And remember to mention this to parents, too, or there will be disappointment!

SHOW YOUR KIDS HOW TO DO THE DIFFERENT TYPES OF EXERCISES

Look through the exercises in Part I — you'll find there are ten or so types which repeat with variations. If you introduce these types the children will soon recognize what they're dealing with: thus with *who*, we're looking for names, while with *where* we'll often want a phrase with *in*, *on* or *at*. *Either/Or* has two possible answers already contained in the question; we just need to listen (or read) and choose.

THIS MATERIAL IS FOR ORAL WORK TOO

I like to do many exercises orally first, or at least the first part, to get the class started. Here some kids may try and make little notes to tell them the right answer later, to avoid actually having to remember. One way to avoid this is a circle of chairs at the front. The kids leave their places and come to the front with only the practice book page open. If there's not much room, you can have them sitting on the tables at the front, with you in the circle! This may seem chaotic at first, but it works well if you keep at it. Children who are a little slower or lacking in confidence can find this “way in” a big help. And with quicker ones it can help focus.

ACCEPT SHORT PHRASES AS ANSWERS

Consider accepting partial answers for many of the exercises: e.g. “*into the shop*” and not “*He comes into the shop.*” You may find this shocking, but it means you avoid problems with verb endings (*Where does he go? He goes ...*) when you are not actually practising them, and get the children mobile right away. The greater speed of working and sense of achievement this often brings can give a welcome lift to this stage of learning. Ignore this advice if you like, but be aware that some questions will then be more difficult to answer and your pace slower.

USE — IN FACT, AIM FOR — DIFFERENT WORK TEMPOS IN THE CLASS

Giving classes a fixed measure of work (“*Exercise 14 for homework*”) is so normal that many find it sensible and fair, but in fact it's neither. It means that gifted Laura is finished in four minutes, while neighbour Jenny needs forty. Class 5s are still forming their work habits, and if you can get them to accept TIME as a measure, it will pay big dividends. So we may ask for, say, “*15 minutes of concentrated work*” (or 20 ...). This doesn't include looking for your book, etc. The faster workers will get more done, but if we make sure that everyone does at least some of the material being covered, this is not a problem. You can give a basic amount of work (“*Grundaufgabe*”) that everyone has to do, and then “*extra options*”. The Grammar Exercises in Part II are useful for these. There are usually three similar exercises (or more) for a topic, and if you do one with the whole class, you've laid the groundwork and can use the others for “*extra options*”. If you set the amount for the *Grundaufgabe* fairly low, then most of the class will be doing extra options as well, and you can tell them those with a reasonable amount of extra work will be given a remark in their end-of-year report on “*Freiwillige Zusatzaufgaben*”. Kids and parents both tend to love this and it's not a bribe at all — just a description. If you need to vary the options, consider some element of free choice: “*Choose any 2 or 3 exercises you haven't done from the last chapter (in Part I), and do the even-numbered questions*”. This lets the kids feel more in control, and avoids one-sidedness. On another day, an option could be to complete any half-done exercises ...

If you keep at this style until it is a habit with the class — which may take a while — you will find that productivity and work-satisfaction rise all round.

Ghosts at the Castle!



English Practice Book

by Peter Morris

I. Understanding, Speaking & Writing

II. Grammar Skills

*The exercises in this practice book are keyed to the reader,
"Ghosts at the Castle!"; which is available separately.*

Edited by Christoph Jaffke in cooperation with the
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Part 1:

Understanding, Speaking & Writing

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Understanding the text

Exercise numbers

Basic content

<i>Either / or</i>	5, 14, 25, 42, 53, 63, 73, 81, 102, 111
<i>Questions with question words</i>	1, 2, 12, 13, 22, 23, 33, 34, 49, 50, 61, 69, 70, 77, 78, 86, 95, 96, 106
<i>Short answers</i>	4, 15, 24, 35, 43, 52, 62, 72, 80, 89, 97, 107

Overall content

<i>Is this true?</i>	3, 17, 27, 38, 44, 54, 64, 79, 83, 90, 99, 103
<i>Mixed questions</i>	9, 19, 30, 41, 46, 57, 66, 75, 93, 110

Speaking and writing

Exercise numbers

Basic skills

<i>Changing pronouns</i>	7, 26, 36, 82
<i>Describing a picture</i>	6, 37, 51, 71, 88, 98, 108
<i>Vocabulary</i>	8, 18, 29, 40, 56, 85, 91, 115

Text production

<i>Asking questions</i>	16, 28, 39, 45, 55, 84
<i>Completing questions</i>	59, 67, 92, 104, 112
<i>Completing sentences</i>	10, 20, 31, 47, 58, 65, 74, 87, 100, 113
<i>Your own text</i>	11, 21, 32, 48, 60, 68, 76, 94, 101, 105, 109, 114

EXERCISE 1 — WHO AND WHERE (PAGE 3)

CHAPTER 1

- 1. Where are people doing their shopping? **in the village / in the little village of Ghostmoor***
- 2. Where is everything quiet? **in the sweet shop**
- 3. Who is the fat lady? **the owner of the (sweet) shop / Mrs Candymouth**
- 4. Where is she standing? **at (behind) the counter**
- 5. Who comes into the sweet shop? **a young man / Brian**
- 6. Where is the picture of the cow? **on a box of chocolates**
- 7. Who says that this picture is lovely? **Mrs Candymouth**
- 8. Who shakes his head? **Brian**
- 9. Who says "Hmm — forty pounds"? **Mrs Candymouth**

* A basic decision to start off with: Are you going to accept simple phrases as answers (as given here) or are you going to insist on complete sentences? This question may shock you, but there is plenty of time for complete sentences later, and what we are actually practising here is understanding the text and responding correctly to question words. With "does"-questions especially, your kids' progress will be slower if you expect them to deal with "does he see" turning into "he sees" in parallel with other, different aspects of grammar. Your class, your decision — but I strongly suggest you at least consider accepting phrases, as here, which will get your kids talking and writing straightaway.

EXERCISE 2 — WHAT (PAGE 3)

- 1. What are people doing in the village? **shopping / their shopping**
- 2. What does the fat lady have in her mouth? **a lollipop**
- 3. What question does she ask Brian? **"Can I help you?"**
- 4. What does Brian want? **a big box of chocolates**
- 5. What does Mrs Candymouth pick up? **a box with a pink cow on it**
- 6. What pictures do the next two boxes have? **a (little) donkey and a (yellow) chicken**
- 7. What picture does the biggest box have? **red roses**
- 8. What does Brian ask Mrs Candymouth? **"How much is that box?"**
- 9. What does Mrs Candymouth answer? **"Forty pounds / That one? Hmm — forty pounds."**

EXERCISE 3 — IS THIS TRUE? (PAGE 3)

Example: *Brian is a ghost at the castle.* ⇨ *No, he is a young man.*

- 1. It is *Friday evening*. **No, it is Saturday morning.***
- 2. People are doing their *homework*. **No, they are doing their shopping.**
- 3. *There is loud music* in the sweet shop. **No, everything is quiet (in the sweet shop).**
- 4. Suddenly, *the window* opens. **No, suddenly the door opens.**
- 5. Mrs Candymouth *hits* the young man. **No, she smiles at him / the young man.**
- 6. She asks, "*Can you give me some money?*" **No, she asks, "Can I help you?"**
- 7. She picks up *a pink cow*. **No, she picks up a box (of chocolates) (with a pink cow on it.)**
- 8. Then she shows Brian *some old socks*. **No, she shows Brian some more boxes.**
- 9. Brian wants the *smallest* box in the shop. **No, he wants the biggest box in the shop.**

* You can make this exercise easier by leaving out the change of nouns to pronouns. Then the example would read, "No, Brian is ..." and the answer to number 2 would be "No, people are ...". This means that the process is simplified to just (a) think of the answer, e.g. "shopping" and (b) insert it into the sentence in place of the words in italics.

EXERCISE 4 — SHORT ANSWERS (PAGE 3)

- Does the fat lady have a lollipop in her mouth?
- Does the door open suddenly?
- Does a young man come in?
- Does Mrs Candymouth smile at him?
- Does she give him a lollipop?
- Does Brian want a box of chocolates?
- Does Mrs Candymouth think the donkey is beautiful?
- Does Brian want the box with the chicken on it?
- Does the box with the red roses on it cost forty pounds?

- Yes, she does.*
 Yes, it does.
 Yes, he does.
 Yes, she does.
 No, she doesn't.
 Yes, he does.
 Yes, she does.
 No, he doesn't.
 Yes, it does.

* Most classes need quite a bit of practice before they can give "short answers" quickly and without mistakes. The pay-off is that their answers then sound really idiomatic ...

The building blocks are always the same three elements, the last with a possible variant. This makes FOUR decisions for only three words, where the fourth depends on the first:

- 'Yes' or 'no';
- The pronoun: usually 'he/she/it' or 'they' in the reader, but 'I' when the question is 'you';
- The first word of the question. Thus: did/does/can/would/is and so on.
- Add "n't" for a 'no' answer, remembering 'won't' for 'will'.

The trap is: An "are you ...?" gives "I am / I'm not" !

EXERCISE 5 — EITHER / OR (PAGES 3-4)

Put a **ring** around the correct answer!

- | | | |
|------------------------------------|-----------------------|------------------|
| 1. When does the story begin? | Friday evening | Saturday morning |
| 2. What does Brian want? | a box of chocolates | a lollipop |
| 3. What does he buy? | the smallest box | the biggest box |
| 4. What does it have on the front? | red roses | a donkey |
| 5. How much does it cost? | fourteen pounds | forty pounds |
| 6. Who giggles? | Brian | Mrs Candymouth |
| 7. Who is Brian going to marry? | Julie McPhantom | Mrs Candymouth |
| 8. Who is shocked? | Brian Julie | Mrs Candymouth |
| 9. What falls on the floor? | the box of chocolates | the money |

EXERCISE 6 — DESCRIBING A PICTURE (PAGE 5)

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

For example:

- Brian is in the sweet shop.*
- I can see Mrs Candymouth behind the counter.
- I can see a fat lady with a big box of chocolates.
- Mrs Candymouth is smiling at Brian.
- She is showing him the box with the red roses.

What colours can you see in this picture? Write them down here.

- red, orange, pink and yellow.
- white, black, blue and green. Any others?

* The "Describe ..." exercises will need some preparation and practice beforehand. You can work with normal sentences — "Brian is in the sweet shop." — or use an introductory phrase — "I can see ..." (NOT just "I see", please!).

Your class will probably agree that "I can see Brian" is better than nothing, but sounds a bit lazy, especially if all the other sentences are similar. But adding just ONE phrase makes a big difference — "I can see Mrs C. with the big box of chocolates" sounds very reasonable, but is not difficult. And if you practise adding an -ing-phrase — "I can see Mrs C. smiling at Brian" or "... Brian talking to Mrs C.", you are already quite advanced, though most Class 5s can easily make similar sentences. The trick is to remember this: "I can see Mrs C. smiling" or "... Mrs C behind the counter" are fine, but if we leave out the "I can see"-intro, we need a verb, e.g. "is". "Mrs C. IS behind the counter" is obvious to most kids, but "Mrs C. smiling" (without the "is") is a trap most will have to learn to avoid!

EXERCISE 7 — LET BRIAN TELL THE STORY! (PAGES 3–4)

Example: Brian lives in the village of Ghostmoor. ⇒ I live in the village of Ghostmoor.
 His girlfriend is Julie McPhantom. ⇒ My girlfriend is Julie McPhantom.

1. Brian goes into the sweet shop. I go into the sweet shop.
2. Mrs Candymouth smiles at him. Mrs Candymouth smiles at me.
3. He asks for a big box of chocolates. I ask for a big box of chocolates.
4. She shows him a box with a cow on it. She shows me a box with a cow on it.
5. But Brian shakes his head. But I shake my head.
6. At last he sees the box he wants. At last I see the box I want.
7. Brian's face is very red. My face is very red.
8. The box is for his girlfriend, not for him. The box is for my girlfriend, not for me.
9. Brian wants to marry his girlfriend. I want to marry my girlfriend.
10. Mrs Candymouth says goodbye to him. Mrs Candymouth says goodbye to me.
11. He goes out with his present. I go out with my present.

EXERCISE 8 — HOW MANY WORDS CAN YOU FIND? — THREE? FIVE? SEVEN? OR MORE?

Use your imagination — you don't have to stay with the story. A *little bit silly* is fine too, but **NOT** embarrassing!

For

example: thin; big; small; strong; young; clever; silly; friendly; happy ...*

1. "A fat lady" — **Describing someone.**
doing her homework; making a cake; texting her friends ...
2. "She is standing at the counter." **Doing things.**
goes to sleep; plays with the baby; phones her mother ...
3. "She puts down her lollipop." — **More things that people do.**
a cup of tea; a new phone; some golden shoes; a silver anorak ...
4. "I want a big box of chocolates." — **Things that you might want.**
fantastic; wonderful; (an) amazing; terrible; (really) funny ...
5. "There is a lovely picture on the box!" — **Describing a thing.**
mother; sister; millionaire uncle; little brother; English teacher ...
6. "Are these chocolates for your new girlfriend?" — **Words for people.**
interested; surprised; angry; pleased; (really) sad; tired ...
7. "Mrs Candymouth is shocked." — **How people feel.**
paper/homework; questions/test; food/picnic; books/lesson ...
8. "He gives her the money for the chocolates." — **Something for something else.**

* The "How many words ..." exercises will need work beforehand for most kids to feel comfortable doing them. Brainstorming works well with some classes. You can start off with a couple of examples yourself, writing them on the board, and then add the kids' contributions/suggestions, perhaps altering or improving a little here and there. Sometimes classes can be a bit inhibited, or perhaps it's just a bad day ... In this case you can fall back on the 'Basic Vocabulary' section of the reader (page 34 ff.). You'll need to look at the categories first; that is, the kids will have to look at "DESCRIBING ..." (43 ff.) for questions 1, 5 & 7; "DOING ..." for questions 2 & 3; "PEOPLE ..." for question 5 and so on. You might also consider using the 'Opposites' section, though here the kids will have to search more. This section will provide ideas, but kids will have to think and select, so using this section will be more difficult. With verbs, in particular, kids will need to consider the tense/form: an -ing-form in question 2, and a simple past for question 3. On the whole this kind of exercise is one that tends to appeal to the high fliers and the more ambitious. But kids can often surprise us, and you can give the less gifted a helping hand just by letting them choose which questions to do. If you say, "Have a look here and see which questions you want to do", you will often be pleased with the results!

EXERCISE 9 — MIXED QUESTIONS (PAGE 4)

1. Whose face is very red? Brian's
2. When is Brian getting married? tomorrow
3. What is his girlfriend's name? Julie McPhantom
4. Where do the chocolates fall? on the floor
5. Is Mrs Candymouth shocked? Yes, she is.
6. Is her face white? Yes, it is.
7. Does Brian give her the money? Yes, he does.

EXERCISE 10 — COMPLETE THE SENTENCES. (PAGES 3-4)

You can stay close to the text of the story or use your own ideas – not too long, please, but also not too short. They can tell the story, or not, as you like. But please: nothing embarrassing!

For example:

1. Mrs Candymouth Mrs Candymouth is (standing) in her sweet shop.
2. Suddenly Suddenly a young man comes in and says hello / good morning.
3. ... wants He wants (to buy) a big box of chocolates.
4. ... shows She shows him boxes with animals (cows and chickens) on them.
5. ... liked But Brian / the young man likes a box with red roses best.
6. ... asks about Mrs Candymouth asks (him) about his girlfriend, and giggles.

EXERCISE 11 — WRITE YOUR OWN SENTENCES. (PAGES 3-4)

Tell the story of Brian and Mrs Candymouth in your own words. Try to write about five or six sentences!

1. For example: Brian comes into Mrs Candymouth's sweet shop one / on Saturday (morning).
2. He wants a big box of chocolates and Mrs C. shows him some / a few.
3. He takes the biggest box — one with red roses on the front.
4. It is for his girlfriend, Julie because he is getting married.
5. When Brian says this, Mrs Candymouth is (really) shocked.

EXERCISE 12 — WHO & WHERE (PAGES 4-6)

CHAPTER 2

1. Who is the owner of the flower shop? Mrs Blossomcheek
2. Where is the shop? in the market place
3. Where does Brian look? at the roses
4. Who are the flowers for? Brian's girlfriend / Julie McPhantom
5. Where does Julie come from? Ghostmoor Castle
6. Who gives the money to Mrs Blossomcheek? Brian

EXERCISE 13 — WHAT (PAGES 4–6)

- 1. What stands in the market place? the flower shop
- 2. What colour is Mrs Blossomcheek's hair? black
- 3. What colour are the roses? red
- 4. What does Mrs Blossomcheek take now? the roses and some wrapping paper
- 5. What is red? (*Find two answers!*) the roses and Brian's face
- 6. What falls open? Mrs Blossomcheek's mouth
- 7. What does Brian give Mrs Blossomcheek? the money

EXERCISE 14 — EITHER/OR (PAGES 4–6)

- 1. What does Mrs Blossomcheek own? a flower shop a sweet shop
- 2. What does she look like? She is fat. She is thin.
- 3. What does Brian want to buy here? some roses a box of chocolates
- 4. How much do the roses cost? one pound each one pound for seven
- 5. Who are the flowers for? Brian's mother Brian's girlfriend
- 6. When is Brian getting married? tomorrow next week
- 7. When Brian says Julie's name ... Mrs Blossomcheek smiles. She is shocked.

EXERCISE 15 — SHORT ANSWERS (PAGES 4–6)

- 1. Is the flower shop in the market place? Yes, it is.*
- 2. Is Mrs Blossomcheek very fat? No, she isn't.
- 3. Has she got any roses today? Yes, she has.
- 4. Do they have a lovely smell? Yes, they do.
- 5. Are they two pounds each for Brian? No, they aren't.
- 6. Is Brian getting married tomorrow? Yes, he is.

* See also the notes to Exercise 4!
 In the first 'Short Answers' exercise all the questions began with the same verb: "does", and the variation was solely between "Yes, ... does" and "No, ... doesn't." Here, for the first time, the starting verb varies: "is", "has", "do" and "are".
 It is easy to underestimate the difficulty these short answers can present. The individual elements are each very simple, but there are FOUR choices to be made in only THREE words (Yes/no; which pronoun; which auxiliary verb; with or without "n't"), and this can prove tricky!
 Most kids will find that relying on their 'gut feeling' tends to produce lots of mistakes. If you practise slowly and systematically — not a natural state of affairs for most of our classes! — then you will soon be able to speed up with better results.

EXERCISE 16 — ASK QUESTIONS ABOUT THE UNDERLINED WORD(S). (PAGES 4–6)

- 1. The flower shop stands in the market place. What stands in the market place?*
- 2. The people are in Ghostmoor village. Where are the people?
- 3. Mrs Blossomcheek is a thin lady. Who is a thin lady?
- 4. A lovely smell comes from the roses. What comes from the roses?
- 5. Julie McPhantom is Brian's girlfriend. Who is Julie McPhantom?
- 6. Brian's face is red. What is red?

* There are no "do/does"-questions here, with the difficult change from "stands" to "does ... stand" etc. That will come later. Here we are just practising the use of question words, so your class should find things fairly straightforward.

EXERCISE 17 — IS THIS TRUE? (PAGES 4–6) (See the example for exercise 3!)

- The flower shop is in *Ghostmoor Castle*. No, it / the flower shop is in the market place.
- Brian* is the owner of the shop. No, Mrs Blossomcheek is the owner (of the shop).
- Brian wants some *lollipops*. No, he / Brian wants some roses.
- The flowers are for Brian's *mother*. No, they / the flowers are for his / Brian's girlfriend.
- Julie McPhantom* lives in *the sweet shop*. No, she / Julie lives in Ghostmoor Castle.
- Brian gives Mrs Blossomcheek the *roses*. No, he / Brian gives her / Mrs Blossomcheek the money.

EXERCISE 18 — HOW MANY WORDS CAN YOU FIND? — THREE? FIVE? SEVEN? OR MORE?

- "A *flower shop*" — What other kinds of shop do you know?
For example: a sweet shop; a book shop; a shoe shop; a supermarket; a butcher's; a baker's; a greengrocer's ...
- "A *white face*" — Write down words for other parts of the body.
head; eyes; ears; nose; mouth; arms; hands; fingers; legs; feet; shoulders; elbows; chest; bottom ...
- "The *door* of the shop" Here we want parts of a house. Not rooms, but parts of a building!
windows; floor; ceiling; walls; roof ...
- "Have you got any nice *roses*?" — Things that we can eat, and that grow in the garden or on the farm.
carrots; potatoes; tomatoes; apples; oranges; bananas; strawberries; lemons ...
- "I'm getting married *tomorrow*." — Other time words.
today; yesterday; last week/month/year; next week (etc.); Monday (etc.); April (etc.); summer (etc.) ...

EXERCISE 19 — MIXED QUESTIONS (PAGES 4–6)

- How much does each rose cost? one pound
- How much will Brian pay for all his roses? seven pounds
- What does Mrs Blossomcheek ask Brian now? "Are these flowers for your new girlfriend?"
- What is Brian doing tomorrow? He is getting married.
- How does Mrs Blossomcheek say "Julie"? in a shocked voice
- How does Brian say, "Here's the money"? coldly

EXERCISE 20 — COMPLETE THE SENTENCES. (PAGES 4–6) (See the instruction for exercise 10!)

- The flower shop ... The flower shop is in the market place / has some nice (beautiful) roses.
- Mrs Blossomcheek ... Mrs Blossomcheek is the owner / has (got) black hair / knows Brian.
- ... looks up ... She looks up and sees Brian / and smiles at Brian.
- How many ... ? How many roses have you got / ... lollipops can you eat / pictures can you see?
- How much ... ? How much homework* / money / food have you got?

* "Homework", like some other (English) words (e.g. information; advice) forms no plural. Thus it never takes an "s", and so "homeworks" is wrong!

EXERCISE 21 — WRITE YOUR OWN SENTENCES. (PAGES 4–6)

Write about Brian and Mrs Blossomcheek in your own words. Try for five or six sentences!

1. **For example:** Mrs Blossomcheek is in her flower shop and Brian comes in.
2. He asks her "Have you got any roses?"*
3. He says, "Tomorrow I am getting married to my girlfriend."*
4. Her name is Julie (McPhantom), and she lives at Ghostmoor Castle.
5. Mrs Blossomcheek says, "How terrible! God bless you!"*

* Often kids will try to use indirect speech in situations like this: 'say that ...' / 'ask if ...'. This is far too difficult at this stage; you can steer them off these attempts by making a rule: "Always use the words in quotation marks!" Of course, they can 'edit' the quotes, shortening and pulling them together as in the last sentence here. But the structures will remain and we avoid the pitfalls of tense-shifting that reported speech can bring.

EXERCISE 22 — WHO & WHERE (PAGE 7)

CHAPTER 3

1. Who is seventy years old? Mrs Goldfinger / the jeweller
2. Where are her glasses? on the end of her nose
3. Who can't see well? Mrs Goldfinger / the jeweller
4. Where are Brian and Mrs Goldfinger now? in the shop / in Mrs Goldfinger's shop
5. Who is the ring for? a (young) lady / Brian's girlfriend / Julie McPhantom
6. Where does Mrs Goldfinger put the tray? on the counter
7. Where does Brian go with the rings? to the window

EXERCISE 23 — WHAT (PAGES 7–8)

1. What would Brian like to buy? a ring
2. What does Mrs Goldfinger put on the counter? a large tray (of rings)
3. What colour is the "very pretty" ring? blue
4. What is the normal price? eight hundred and twenty-five pounds
5. What is the price for Brian? eight hundred (pounds)
6. What falls to the floor? Mrs Goldfinger's* / the* glasses

* I'd prefer "Mrs Goldfinger's glasses" here, although it's a touch more difficult. "The" glasses, I find acceptable, but "her glasses" (straight from the text!) sounds strange to my ear, with no reference to the lady in the previous three questions!

EXERCISE 24 — SHORT ANSWERS (PAGE 7)

1. Is Mrs Goldfinger seventy years old? Yes, she is.
2. Does a young man come into her shop? Yes, he does.
3. Can Mrs Goldfinger see well? No, she can't.
4. Would Brian like to buy a ring? Yes, he would.
5. Is the ring for a young man? No, it isn't.
6. Does Brian hold the rings up to the light? Yes, he does.
7. Does he buy both rings? No, he doesn't.

EXERCISE 25 — EITHER/OR (PAGES 7–8)

- | | | |
|--|--------------------|---------------------|
| 1. Who wears glasses? | Brian | Mrs Goldfinger |
| 2. What does Brian want? | a ring | some roses |
| 3. Who is the ring for? | a young man | a lady |
| 4. Who is the lady? | Brian's girlfriend | Mrs Candymouth |
| 5. Where does Brian take the two rings? | to the door | to the window |
| 6. How much does Brian pay for the ring? | £825 | £800 |
| 7. What is Brian's girlfriend called? | Julie McPhantom | Julie Happydale |
| 8. When Mrs Goldfinger hears the name | ... she is happy. | ... she is shocked. |

EXERCISE 26 — LET MRS G. TELL THE STORY! (PAGES 7–8)

- | | |
|---|--------------------------------------|
| 1. Mrs G. sees a man come into her shop. | I see a man come into my shop. |
| 2. "Who is there?" she says. | "Who is there?" I say. |
| 3. Brian says "Good morning" to Mrs G. | Brian says "Good morning" to me. |
| 4. He wants to buy one of Mrs G.'s rings. | He wants to buy one of my rings. |
| 5. She puts a tray of rings on her counter. | I put a tray of rings on my counter. |
| 6. Brian gives her the money. | Brian gives me the money. |

EXERCISE 27 — IS THIS TRUE? (PAGES 7–8) (See the example for exercise 3!)

- | | |
|--|--|
| 1. Mrs Goldfinger is <i>seventeen</i> years old. | No, she / Mrs Goldfinger is <u>seventy</u> years old. |
| 2. <i>An old lady</i> comes into the shop. | No, a <u>young man</u> comes into the shop / in. |
| 3. Brian would like to <i>have a box of chocolates</i> . | No, he / Brian would like to <u>buy a ring</u> . |
| 4. He is getting married <i>in the holidays</i> . | No, he is <u>getting married tomorrow</u> . |
| 5. He holds the two rings <i>behind his back</i> . | No, he holds them / the (two) rings <u>up to the light</u> . |
| 6. He pays £800 for the blue ring. | No, he pays <u>£800 for the most expensive ring*</u> . |

* Perhaps someone will try "... for the ring / one he likes best.". Changing the pronoun AND remembering the -s for the resulting he/she/it-form is a little tricky. Anyone who manages it deserves some praise!

EXERCISE 28 — ASK QUESTIONS ABOUT THE UNDERLINED WORD(S). (PAGES 7–8)

- | | | |
|--|-----------------------------------|--|
| 1. Mrs Goldfinger wears <u>glasses</u> . | What does Mrs Goldfinger wear? | |
| 2. Brian wants <u>a ring</u> . | What does Brian want? | * Using "does ... do? to substitute for a verb or a complete phrase is new here. You could practise this more by taking most sentences from the text and using them. Actions, of course, are better here than verbs like "want" or "wear". |
| 3. Mrs Goldfinger <u>smiles at him</u> . | What does Mrs Goldfinger do*? | |
| 4. She puts <u>a tray</u> on the counter. | What does she put on the counter? | |
| 5. She puts a tray <u>on the counter</u> . | Where does she put a tray? | |
| 6. <u>She</u> puts a tray on the counter. | Who puts** a tray on the counter? | |

** This sentence finally forces a confrontation with the problem of questions about a SUBJECT (Who puts — she puts" and questions about OBJECTS or adverbials (What does she put — she puts a tray). Exercise 16 had only questions which didn't need a 'do'!

EXERCISE 29 — HOW MANY WORDS CAN YOU FIND? — THREE? FIVE? SEVEN? OR MORE?

- “Seventy years old” — Can you say how old your **parents** and **grandparents** (or other, **older people**) are?
 For example: *My grandfather is 56; my mum is 34; I think my class teacher is 40 ...** * If you have your kids speak their answers to a partner, you can practise numbers too ...
- “Looks *through* her glasses” — Write down other **where-words**, like *through, in* or *to*.
in; on; at; in front of; next to; behind; under; near; outside (as in ‘outside the shop’) ...
- “How are you?” Here we want **polite questions** when you first meet someone.
What’s your name? Where do you come from / live? How old are you? ...
- “A *large* tray of rings” — Write down other words that tell us **how large** (or not-large) things or people are.
big; really big; great; big; huge; enormous; little; small; really small; tiny; ...
- “He *comes* back to the counter.” — Other words for **moving** (= *sich bewegen*).
go; walk; run; jump; fly; swim; bring; fetch; arrive; leave; and perhaps meet and send, too ...

EXERCISE 30 — MIXED QUESTIONS (PAGES 7–8)

- Why does Mrs Goldfinger say, “Who’s there?” *Because she can’t see so well.*
- What does Brian do at the counter? *He picks up two rings / one ring, then another.*
- What does he do at the window? *He holds the (two) rings up to the light.*
- What question does Mrs Goldfinger ask him? *“What is your girlfriend’s name?”*
- What happens (= *geschieht*) to her glasses? *The glasses / they (!) fall to (on) the floor.*
- How does Brian go out at the end? *quickly*

EXERCISE 31 — COMPLETE THE SENTENCES. (PAGES 7–8) (See the instruction for exercise 10!)

- For example:
- ... glasses ... *My dad wears glasses to read books.*
 - ... today ... *Today the sun is shining. We have no homework today.*
 - ... can’t ... *I can’t speak Spanish. My cat can’t help me with this exercise.*
 - What can ...? *What can you sing for us / ... she tell me about England?*
 - ... most expensive ... *My most expensive jeans cost 100 euros. I like the most expensive ice cream best.*

EXERCISE 32 — WRITE YOUR OWN SENTENCES. (PAGES 7–8)

Write about Mrs Goldfinger in your own words. Try for five or six sentences!

- For example: Mrs Goldfinger is an old lady / a very old lady.*
- She can’t see very well now.*
- So she says, “Oh, who is there?”*
- She likes Brian and (she) gives him a special price for the ring.*
- She is shocked when she hears / to hear / at the name “Julie McPhantom”.*

EXERCISE 33 — WHO AND WHERE (PAGES 8–9)

CHAPTER 4

- | | | |
|---|--|--|
| 1. Who must tell her friends the terrible news? | Mrs Goldfinger | * It might be a good idea to warn your kids to be careful with questions 2, 4 and 6. Here the answers are easy enough if you <u>think</u> , but the words cannot be taken directly from the text, as most other answers can. 'Street' and 'market place' need "in", of course, and not "on". |
| 2. Where are her friends? | *in the street / in the market place / outside | |
| 3. Who begins to cry? | Mrs Blossomcheek | |
| 4. Where are the other shopkeepers just now? | *in their shops | |
| 5. Who is going to marry Julie McPhantom? | Brian Happydale | |
| 6. Where are all the people talking now? | *in the street / in the market place / outside | |

EXERCISE 34 — WHAT (PAGES 8–9)

- | | | |
|---|--|--|
| 1. What must Mrs Goldfinger do? | (She must) tell her friends the (terrible) news. | * A small stumbling block: The question has "ask", not "say". So the answer "Now then" doesn't fit ... |
| 2. What time is it now? | twelve o'clock | |
| 3. What do the other shopkeepers see? | the three women talking | |
| 4. What do they do? | They go out to see (what the matter is). | |
| 5. What does the new policeman ask? | "What's going on here?"* | |
| 6. What does the baker's wife say to him? | "Something terrible is going to happen." | |

EXERCISE 35 — SHORT ANSWERS (PAGE 11)

- | | | |
|--|------------------|---|
| 1. Is the policeman surprised about Brian? | Yes, he is. | * You may want to warn your kids here too: "there" repeats in the answer and is not replaced by a 'he', 'she' or 'it'.
** We have had "they" once before with Short Answers, in exercise 15, but in that case the question already contained "they". Here your kids will have to find the word themselves. |
| 2. Does he say, "Absolutely shocking!"? | No, he doesn't. | |
| 3. Does Mrs Blossomcheek's mouth fall open? | Yes, it does. | |
| 4. Does Mrs Candymouth fall to the ground? | No, she doesn't. | |
| 5. Does the policeman know the story? | No, he doesn't. | |
| 6. Is there a curse on the McPhantom family? | Yes, there is.* | |
| 7. Do all the first husbands die? | Yes, they do.** | |
| 8. Does the second husband die too? | No, he doesn't. | |

EXERCISE 36 — LET THE PEOPLE OF THE VILLAGE TELL THE STORY! (PAGE 11)

- | | |
|---|---------------------------------------|
| 1. The people tell the policeman about Brian. | We tell the policeman about Brian. |
| 2. The policeman just looks at them. | The policeman just looks at us. |
| 3. The people all shake their heads. | We all shake our heads. |
| 4. They start to tell him about the curse. | We start to tell him about the curse. |
| 5. But the policeman doesn't believe them. | But the policeman doesn't believe us. |
| 6. Now they all begin their story. | Now we all begin our story. |

EXERCISE 37 — DESCRIBING A PICTURE (PAGE 10). WRITE AT LEAST 5 SENTENCES.

1. For example: There are / I can see people in the market place.* * This might be a good place to work a little on "there is" and "there are". Exercises 141 and 150 in Part 2 ((Grammar Skills) practise this point.
2. There are / I can see houses behind the people.
3. There is a shop (too), with a big (shop) window.
4. Two women / ladies are talking to the policeman.
5. Two men have hats, and one (fat) man has glasses.
(There are two men with hats and one (fat) man with glasses.)

EXERCISE 38 — IS THIS TRUE? (PAGES 9–11)

1. Mrs Blossomcheek begins to *smile*. No, she / Mrs Blossomcheek begins to cry.
2. The three women look very *happy*. No, they / the three women look very upset.
3. "It's *wonderful!*" says Mrs Blossomcheek. "It's terrible" / "Isn't it awful?" says Mrs Blossomcheek.
4. Soon everyone is *whispering quietly*. No, soon everyone is talking loudly.
5. "Someone *terrible* is going to *come!*" "No, something terrible is going to happen!"
6. The policeman is *shocked*. No, he / the policeman is surprised.

EXERCISE 39 — ASK QUESTIONS ABOUT THE UNDERLINED WORD(S). (PAGES 9–11)

1. Everyone talks loudly. Who talks loudly?
2. Everyone talks loudly. How does everyone talk?
3. Everyone talks loudly. What does everyone do?
4. Mrs Candymouth drops* her lollipop. Who drops her lollipop? (* = *fallen lassen*)
5. Mrs Candymouth drops her lollipop. What does Mrs Candymouth drop?
6. Mrs Candymouth drops her lollipop. What does Mrs Candymouth do?

EXERCISE 40 — HOW MANY WORDS CAN YOU FIND? — THREE? FIVE?

1. "A new *policeman*" — Do you know other words for **jobs**, for **people's work**?
For example: *teacher; doctor; dentist; farmer; secretary; queen; clown; singer; gardener; baker; butcher
* Here you might remind your kids that these words are for men and women equally. So "teacher" can mean a man or a woman — the word itself doesn't change. The exception, of course, is "queen". Do they know the word for a man in this special job?
2. "For six *months*" — Write down other **words of time**, like *month* or *Sunday*.
second; minute; hour; day; week; year; plus days of the week, months and seasons
3. "I *don't know anything*. I *don't believe in things like that*." Here we want **short sentences with I don't** ...
I don't like fish. I don't want to see them. I don't speak Japanese. I don't live in London.
4. "The first *husband*" — Write down other words for **people who belong to a family**.
father; mother; parents; brother; sister; uncle; aunt; cousin; wife; grandparents
5. "Everyone begins to *speak*." — Other words for **speaking** or using your **voice** (= *Stimme*).
say; tell; ask; talk; answer; shout; whisper; laugh; giggle; cry

EXERCISE 41 — MIXED QUESTIONS (PAGES 11–12)

- When had Beryl killed her husband? (1st answer) **a hundred years before**
- When had Beryl killed her husband? (2nd answer) **on the third day after the wedding**
- What had killed Victoria's young husband? **the curse (of Ghostmoor Castle)**
- What is Brian going to do now? **marry Julie (McPhantom)**
- Who do the people see now? **Brian's parents**
- When will the people talk with Brian? **that evening / in the evening**

EXERCISE 42 — EITHER/OR (PAGE 12)

- Who had Lady Beryl killed? **her husband** the policeman
- Who had died since then? all the husbands **only the first husbands**
- Was Julie ... ? **a lovely girl** absolutely shocking
- Who did the people see now? Brian's grandmother **his parents**
- Who did Brian want to marry? **Julie** Lady Emily
- Who would be there that evening? **everyone** only the butcher
- Was Mr Smarthead ... ? **tall and thin** short and fat
- What did Mr Cleverbrain have? big eyes and little glasses **little eyes and big glasses**

EXERCISE 43 — SHORT ANSWERS (PAGE 12)

- Was Brian going to marry Julie? **Yes, he was.**
- Was Julie a lovely girl? **Yes, she was.**
- Did the people see Julie now? **No, they didn't.**
- Does Brian know about the curse? **Yes, he does.**
- Will he listen to everyone? **No, he won't*.**
- Would Mr Bonebreaker talk to Brian alone? **No, he wouldn't.**

* Your kids may need some help here, or at least a reminder. "Will" has an irregular negative form: "won't". You can find the unshortened form — "No, he will not!" — but this is used for strong emphasis; in German perhaps "Nein, (das wird er) ÜBERHAUPT NICHT!"

* OR: all the people want ... But here you need a plural verb, so he/she/it-s disappears. ** Native speakers in your class may answer "do talk" and "does know" here. These are 'emphatic answers', and belong, for the rest of your kids, to Upper School grammar.

EXERCISE 44 — IS THIS TRUE? (PAGE 12)

- No one* wants to tell the story. **No, everyone* wants to tell it / the story.**
- Julie* killed her husband. **No, Beryl killed him / her husband.**
- They think *Julie* will die after the wedding. **No, they think Brian will die.**
- The people *don't talk* to Brian's parents. **No, they / the people talk** to them / his (Brian's) parents.**
- Brian *doesn't know* about the curse. **No, he / Brian knows** about it / the curse.**
- The people want to talk to *Brian and Julie*. **No, they / the people only*** want to talk to Brian.**

*** "Only to Brian" sounds pedantic and over-exact to my ear, though it is correct in theory. "... to Brian alone", though Class 5s are unlikely to give you this. The simplest answer is "they want to talk to B." with no extras at all, and I would accept this, though it doesn't sound quite as nice. You can practise "only": "Who will ask Brian to come?" "Who doesn't know the story?" "Who are tourists in the village?" "Only ..."

EXERCISE 45 — ASK QUESTIONS ABOUT THE UNDERLINED WORD(S). (PAGE 12)

1. Brian loves Julie. Who does Brian love?
2. He loves her. Who loves her?
3. Brian is going to marry Julie tomorrow. Who is Brian going to marry tomorrow?
4. He is going to marry her tomorrow. When is he going to marry her?
5. He is going to marry her tomorrow. Who is going to marry her tomorrow?
6. The two men are tourists in the village. What* / who* are the two men?

* 'Roles' or 'persons'? "What" and "who" would both be fine in this question.

EXERCISE 46 — MIXED QUESTIONS (PAGES 8–13)

1. Where have most people gone at 12 o'clock? home (for lunch)
2. Who does Mrs Goldfinger talk to first? Mrs Candymouth and Mrs Blossomcheek
3. When does everyone stop talking? when they see the (new) policeman / Constable Law
4. Why doesn't the policeman know the story? Because he is new / has only been here* for six months.
5. Who dies three days after the wedding? the first husband of every lady / the first husbands /
6. Who stays alive? only the second husband
7. When had the curse begun? a hundred years before
8. What does Cleverbrain think about the story? It is very interesting.

* Strictly speaking, we should change "here" to something like "in the village". But this is a little over-zealous for a Class 5; here we are working on general understanding with a suitable response.

EXERCISE 47 — COMPLETE THE SENTENCES. (PAGE 12)

- For example:
1. ... the story The people want to tell us the story. They all know the story.
 2. ... first The baker's wife speaks first. The first husband dies after the wedding.
 3. ... in three days I can't finish all my homework in three days.
 4. ... know(s) about What do you know about England? Does Brian know about the curse?
 5. ... everyone Everyone likes ice cream. Is everyone here?
 6. ... very interesting English is very interesting! I think this book is very interesting.

EXERCISE 48 — WRITE YOUR OWN SENTENCES. (PAGES 11–12)

Who are the new people in Ghostmoor village? Write about five or six sentences in your own words.

* You tend not to hear "half a year" in English; though it is not actually a mistake, it sounds somehow strange.

1. For example: Constable Law has only been in Ghostmoor for six months*.
2. He doesn't know why the people are upset / the story.
3. Mr Smarthead and Mr Cleverbrain are tourists in the village.
4. The first is tall and thin, and the second is short and fat.
5. They want to come that evening / when everyone talks with Brian.

EXERCISE 49 — WHO & WHERE (PAGES 13–15)

* "Julie" is correct too, of course. But anyone who gives this answer hasn't read the text carefully, which is one of the things we're trying to practise here. So this answer would get a ✓ in brackets!

1. Who lives at Ghostmoor Castle? the McPhantom family*
2. Where are the windows small? in the Great Hall
3. Where does Brian put his hands? behind his back
4. Where is the ring? in his pocket
5. Who is frightened? Julie
6. Who gives Julie the roses? Brian
7. Who smiles for a moment? Julie

EXERCISE 50 — WHAT (PAGES 13–15)

1. What hangs on the long stone walls? portraits
2. What do the pictures show? the ladies of the McPhantom family
3. What does Brian have in his hands? the (seven red) roses and the (box of) chocolates
4. What does he give Julie first? the roses
5. What do Julie and Brian begin to eat? the chocolates*
6. What can't Brian and Julie do? get married
7. What does Julie want to show Brian? the portraits

EXERCISE 51 — DESCRIBING A PICTURE (PAGE 14). WRITE AT LEAST 5 SENTENCES.

1. For example: Brian is standing by / behind Julie. She / Julie has got / is wearing a long blue dress.
2. His hand is on her shoulder. They are looking at the portraits / pictures.
3. In her portrait Julie's mother Emily has got red hair.
4. Julie's grandmother Ethel is wearing a blue dress like Julie's. She has got long blonde hair.
5. The fourth picture is / looks dark / black. You can't see a lady / anyone in it.

EXERCISE 52 — SHORT ANSWERS (PAGES 15–16)

1. Do Brian and Julie go to Emily's portrait first? Yes, they do.
2. Did Ethel's first husband die on the third day? Yes, he did.
3. Was Ethel the first to be struck by the curse? No, she wasn't.
4. Is the fourth portrait very dark? Yes, it is.
5. Do the portraits make Brian shiver? No, they don't.
6. Does Brian take a ring from his pocket? Yes, he does.
7. Does Julie give Brian some roses? No, she doesn't.

EXERCISE 53 — EITHER/OR (PAGES 15–16)

- | | | |
|--|------------------------|-----------------|
| 1. Where do Julie and Brian go to first? | to the newest portrait | to the oldest |
| 2. Who does this portrait show? | Julie's mother | her grandmother |
| 3. Which picture is very dark? | the third | the fourth |
| 4. Who started the problem? | Lady Emily | Lady Beryl |
| 5. When Julie looks at the portraits ... | she shivers | she feels happy |
| 6. Where does Brian give Julie the ring? | in the Great Hall | outside it |

EXERCISE 54 — IS THIS TRUE? (PAGES 15–16)

- | | |
|--|--|
| 1. Brian can't forget the terrible story. | No, Julie can't forget it / the (terrible) story. |
| 2. It's too dangerous to eat chocolates. | No, it's too dangerous to get married. |
| 3. Julie says, "Let me show you my new dress." | No, she / Julie says, "Let me show you the portraits." |
| 4. Lady Emily died after the wedding. | No, her / Lady Emily's first husband died. |
| 5. Lady Victoria started the problem. | No, Lady Beryl started it / the problem. |
| 6. After her wedding Beryl's picture turned red. | No, when she died, it / her/the picture turned black. |

EXERCISE 55 — ASK QUESTIONS ABOUT THE UNDERLINED WORD(S). (PAGES 15–16)

- | | |
|--|-------------------------------------|
| 1. Julie wants to show Brian <u>the pictures</u> . | What does Julie want to show Brian? |
| 2. The first picture shows <u>Julie's mother</u> . | Who does the first picture show? |
| 3. They can't see <u>the fourth lady's face</u> . | What can't they see?* |
| 4. <u>Brian</u> takes Julie outside. | Who takes Julie outside? |
| 5. Brian takes Julie <u>outside</u> . | Where does Brian take Julie? |
| 6. Brian takes <u>Julie</u> outside. | Who does Brian take outside? |
- * Where don't we use "do/does" in our (Present tense) questions?
 a) When we're asking about the subject with 'who' or 'what';
 b) With auxiliary verbs. The classics are 'to be' (am/is/are) and the modals (can/must/may).
 See page 16 of the Grammar book!

EXERCISE 56 — HOW MANY WORDS CAN YOU FIND? — THREE? FIVE? SEVEN? OR MORE?

- "A line of *pictures*" — Do you know other words for **pictures**, or which have **pictures** in them?
 For example: portrait; photo; film; movie; video; cartoon ...
- "In his *pocket*" — Write down other words for **clothes** or **things you wear**, like *socks* or *anorak*.
* It's early to be teaching British and American usage in parallel; I would choose one and leave the other for now.
shirt; T-shirt; blouse; jacket; coat; pullover; trousers/pants*; jeans; shoes; trainers/sneakers* ...
- "In his *pocket*" Think of places **where you can put or hide** (= *verstecken*) things.
under the table; in the drawer; behind the blackboard; in Simon's schoolbag ...
- "She *smelled* the roses" — Write down other words that belong to the **senses** (= *Sinne*).
* Your kids probably won't know 'touch' yet. If you do 'taste', though, make sure it's not taken as German 'tasten'!
see; look; watch; hear; listen; feel; touch*; taste* ...
- "He gives her the *roses*." — Things that people give as **presents** (= *Geschenke*).
* Allowing (or even asking for) whimsical answers ("if you are rich") may get you some extra contributions ...
sweets; a cake; flowers; rings; earrings; books; money; a car (if you are rich*); a plane or a castle (if you are a millionaire*); socks (if you are my uncle ...) ...

EXERCISE 57 — MIXED QUESTIONS (PAGES 13–16)

1. How long have the family lived at the castle? (for) hundreds of years
2. What does each picture show? a lady from head to foot
3. What does Brian give Julie after the roses? the box of chocolates / the chocolates
4. What does Julie take off the box? the wrapping paper
5. Why does Julie think they can't get married? Because it's / it is (just) too dangerous.
6. Why didn't the painter restore the picture? Because something knocked the brush from his hand.

EXERCISE 58 — COMPLETE THE SENTENCES. (PAGES 13–16)

1. ... live(s) ... For example: Julie lives in a castle. / All my teachers live in the school.
2. ... can hear ... I can hear* a dog outside. We can hear* him giggling.
3. ... give(s) ... The teacher gives us homework. I give her my test.
4. ... open(s) ... Open your mouth and sing loudly!
5. ... must begin ... Be quick! We must begin the English lesson.
6. ... take(s) ... Take out your books, please!
7. ... ask(s) ... Can I ask you a question?

* Be careful: "Musik/Radio hören" is "listen to", not "hear". So "I can hear Mozart on my phone" doesn't work. Compare: "I can hear people shouting outside while I'm listening to the teacher." "Listen" and "hear" are like "see" and "look".

EXERCISE 59 — COMPLETE THE QUESTIONS. (PAGES 15–16)

1. Can you ...? Can you speak English? Can you help me, please?
 2. When do/does ...? When does school begin? When do you go to bed?
 3. What do/does ...? What do you think? What does your mother say about it?
 4. How can ...? How can you say that? It's so cold — how can I work here?
 5. Why is ...? Why is this problem so difficult? Why is this cat in your schoolbag?
 6. Where do/does ...? Where do you live? Where does your dog sleep?
 7. Is ... too* ...? Is this story too long? Is your tea too hot? Is that music too loud?
- (* zu sehr, zu viel)

EXERCISE 60 — "AT GHOSTMOOR CASTLE": WRITE YOUR OWN SENTENCES.

1. For example: The McPhantom family live* in a big old castle.
2. Brian is in the Great Hall. He wants to see Julie.
3. She comes in and he gives her the roses.
4. They eat some chocolates, but Julie is very worried.
5. She thinks the ghosts will come and take Brian (away).
6. So they can't get married, because it is too dangerous.

* Be careful: "The family lives" is possible, but you would be more likely to hear "the family live" — a plural verb, as we are thinking of the various members rather than a unified singular block. This will come up in the later middle school and is a bit early here. But you may find that the text provokes such sentences!

EXERCISE 61 — WHO AND WHAT. USE THE PAST TENSE! (PAGES 16–17)

CHAPTER 6

1. Who came to see the butcher that evening? **Brian**
2. Who was waiting for him? **all the people of the village**
3. What were the people going to talk about? **the ghosts / the curse of Ghostmoor Castle**
4. What will there be after the wedding? **a wonderful party**
5. Who were Smarthead and Cleverbrain? **two tourists (in the village)**
6. What did Mr Smarthead say to his friend? **"In three days, Brian will be dead!"**
7. What did Mr Cleverbrain answer? **"(Oh, no.) I'll bet you (five hundred pounds) (that) he doesn't die!"**

EXERCISE 62 — SHORT ANSWERS (PAGES 16–17)

1. Did Brian come to see the butcher? **Yes, he did.**
2. Did he see him in the morning? **No, he didn't.**
3. Were all the people waiting for him? **Yes, they were.**
4. Did they say hello? **Yes, they did.**
5. Did Brian say he would not get married? **No, he didn't.**
6. Will the two tourists go to the party too? **Yes, they will.**

From this chapter on, we will mainly be using the Past tense (= Simple Past) in our questions. This parallels the usage in Part II of this practice book, the Grammar section, from about page 51 on.

EXERCISE 63 — EITHER/OR (PAGES 16–17)

1. Who was waiting for Brian that evening? **everyone** / no one
2. Why have the people come? **to warn Brian** / to give him a present
3. Who spoke after Constable Law? the baker / **the baker's wife**
4. This made Brian ... happy / **angry**
5. Where will the party be? **at Ghostmoor Castle** / in the market place
6. When will it be? before the wedding / **after it**
7. Who can come to the party? **everyone** / only the people of the village

EXERCISE 64 — IS THIS TRUE? (PAGES 15–16)

1. Brian was *shocked* to see all the people. **No, he / Brian was surprised (to see them / all the people).**
2. Then *everyone began talking loudly*. **No, then no one said a word.**
3. There will be a *ghost story* after the wedding. **No, there will be a wonderful party.**
4. There is *no room* at the party. **No, there is room for everyone (at the party).**
5. The two tourists *didn't hear* all this. **No, they / the (two) tourists heard all this.**
6. Mr Smarthead made a bet with *Brian*. **No, he / Mr Smarthead made a bet with Mr Cleverbrain.**

EXERCISE 65 — COMPLETE THE SENTENCES. (PAGES 16–17)

For example:

1. ... wanted to ... Brian wanted to marry Julie. I wanted to finish my homework quickly.
2. ... knew ... Julie knew Brian's parents. I knew this word in Class 2!
3. ... going to ... The teacher was going to say something, but the bell rang.
4. ... thought ... I thought you were my friend! She thought English was easy.
5. ... came ... We came in and began the lesson. They came to ask her a question.
6. There was ... There was no time left. There was a problem, so he wanted help.
7. Yesterday ... went ... Yesterday the class went home early. Yesterday I went shopping in town.

* "Why" really needs a "because" answer. This needs a main verb, so we can't use "surprised to find" directly. Either "find" transforms to "he found" or the participle "waiting" has to become a full Progressive form with the auxiliary "were". The first you can explain via German. ("Überrascht zu finden" geht, aber nicht "weil zu finden". Das wird zu "weil er fand".) For the second, perhaps: "Waiting" is an "extra" word. It can go along with "was surprised to find them", but "all the people waiting" needs a verb with a tense to stand as a sentence. So, "were waiting".

EXERCISE 66 — MIXED

1. When did Brian come to see the butcher? that evening
2. Why was he surprised? Because he found* all the people waiting for him. / Because all the people of the village were* waiting for him.
3. What happened after the people said hello? There was a long pause. [and/or] No one said a word.
4. What is Brian doing tomorrow? getting married
5. What will there be after the wedding? a wonderful party
6. What does Mr Cleverbrain bet? that Brian doesn't* die. [or also:] five hundred pounds

* I've used the Present here so that we can keep the text tense "doesn't" in the answer. Changing it to "didn't" after "what did he bet" would be a little too much for many kids at this stage.

EXERCISE 67 — COMPLETE THE QUESTIONS. (PAGES 16–17)

For example:

1. Were you ... ? Were you surprised to hear that song? Were you happy to see them? ?
2. Why did ... ? Why did you say that? Why did they forget my birthday? ?
3. Where were ... ? Where were your friends? Where were all the people waiting? ?
4. How was ... ? How was your weekend? How was Brian's wedding party? ?
5. What was ... ? What was the problem with your homework? What was the answer? ?
6. Was there ... ? Was there a picture of Julie's mother? Was there a lot to eat and drink? ?
7. Was ... ? Was Mr Cleverbrain good at school? Was Brian an English teacher? ?

EXERCISE 68 — "TALKING TO BRIAN": WRITE YOUR OWN SENTENCES.

1. For example: When the people saw Brian they said hello. But then everyone was quiet.
2. The first to speak was Constable Law. He was the new policeman.
3. The people wanted to tell Brian the story of the ghosts.
4. Brian was angry. He knew that story, and it was stupid!
5. "I'm going to marry Julie tomorrow," he said. "And that story will not stop me!"
6. "You can all come to the castle after the wedding. We are going to have a party!"

EXERCISE 69 — WHO AND WHAT (PAGE 18)

CHAPTER 7

1. Who came to the wedding the next day? **all the people (of the village)**
2. What did Mrs Candymouth do? **She cried.***
3. Who looked beautiful? **Julie**
4. What was full of tables? **the Great Hall (of the castle)**
5. What did the guests do as Julie's father spoke? **They looked around (them).***
6. Who saw that one picture was all black? **Brian's mother / Mrs Happydale**
7. What did people do when the music began? **They started to eat and drink.***

* You might want to consider a reminder here: "What did he/she/they do?"-questions, like numbers 2, 5 and 7 here, need a whole sentence as an answer, even it's only two words in the case of "She cried". "Cried" or "looked around" are not enough!

EXERCISE 70 — WHEN AND WHERE (PAGE 18)

1. When was the wedding? **the next day**
2. When did everyone go up to the castle? **after the wedding**
3. Where were the things to eat and drink? **in the Great Hall / on tables in the Great Hall**
4. Where had most people never been? **in the castle**
5. Where were the portraits of the ladies? **on the (long) (stone) walls**
6. Where was the black picture? **at the end (of the (line / row of) pictures)**
7. When did the dancing begin? **after the meal**

EXERCISE 71 — DESCRIBING A PICTURE (PAGE 19). WRITE AT LEAST 5 SENTENCES.

1. **For example: There are people dancing. In the middle of the picture Brian is dancing with Julie.**
2. **Julie has got (long) blonde hair. Her hand is on Brian's arm**
3. **Brian is wearing / has got his red jacket / coat (on).**
4. **I can see a small orchestra (playing music) at the front (of the picture).**
5. **There are lots of other people dancing (at the back). Julie is in her long wedding dress.**

EXERCISE 72 — SHORT ANSWERS (PAGE 20)

1. Was it soon very late? **Yes, it was.**
2. Did Mr McPhantom stand up? **Yes, he did.**
3. Did the guests hear thunder outside? **Yes, they* did.**
4. Did the guests see ghosts? **No, they* didn't.**
5. Was there a terrible storm outside? **Yes, there* was.**
6. Were there hundreds of bedrooms? **Yes, there* were.**
7. Would all the people sleep in the castle? **Yes, they* would.**

* We have used "they" and "there" in a few answers so far; here they occur quite frequently. You may want to remind your kids about this before they start this exercise: "there (is/are/was/were)" repeats in the answer and is not replaced by a 'he', 'she' or 'it'. If you need to practise the difference between "she" and "they", please see Exercise 154 in the second section of this practice book, 'Grammar Skills'.

EXERCISE 73 — EITHER/OR (PAGE 20)

- | | | |
|--|------------------|----------------------|
| 1. When did Mr McPhantom stand up? | very early | very late |
| 2. What did the guests hear outside? | loud thunder | a small orchestra |
| 3. What did they see? | ghosts | a flash of lightning |
| 4. What was there outside? | a terrible storm | a shower of rain |
| 5. How many bedrooms are there? | lots and lots | one or two |
| 6. What will the people do in the storm? | go home | stay in the castle |
| 7. Who took them all to their rooms? | Mr McPhantom | servants |

EXERCISE 74 — COMPLETE THE SENTENCES. USE THE SIMPLE PAST! (PAGES 18–20)

- For example:
 1. The next day ... The next day everyone went to the wedding. The next day he was sick.
 2. ... because ... I stayed (at) home because I was sick. I knew this word because I learned it!
 3. ... full of ... The castle was full of guests / people. The practice book was full of exercises.
 4. When ... When I saw Julie I cried. When the holidays came I was very happy.
 5. Most of ... Most of the class liked the story. Most of Brian's friends came to the party.
 6. ... interested in ... He was interested in English. The ghost wasn't interested in my homework.
 7. ... started to ... My friend started to eat in the English lesson. I started to work very hard.

EXERCISE 75 — MIXED QUESTIONS (PAGES 18–20)

- | | |
|--|--|
| 1. What was on the tables in the Great Hall? | <u>wonderful things to eat and drink</u> |
| 2. Who was Mr McPhantom? | <u>Julie's father</u> |
| 3. When did he begin to speak? | <u>when everyone was sitting down</u> |
| 4. When did the guests hear thunder? | <u>when everyone was quiet</u> |
| 5. Why might going home be a problem? | <u>Because there was a (terrible) storm outside.</u> |
| 6. What was the problem with the castle? | <u>the ghosts / the curse</u> |
| 7. What did the people decide? (= entscheiden) | <u>that they would sleep in the castle</u> |

EXERCISE 76 — "THE WONDERFUL PARTY": WRITE YOUR OWN SENTENCES.

- | | |
|----|---|
| 1. | <u>For example: The party began after the wedding (the) next day.</u> |
| 2. | <u>Julie looked so lovely / beautiful that some ladies cried.</u> |
| 3. | <u>There were lots of things to eat and drink, and there was music for / and dancing.</u> |
| 4. | <u>Mrs Happydale asked Julie's father about the black picture.</u> |
| 5. | <u>When it was late a (terrible) storm began. So everyone stayed in the castle.</u> |

EXERCISE 77 — WHAT (PAGES 20–22)

CHAPTER 8

1. What was quiet now? everything / the castle / Ghostmoor Castle / the Great Hall
2. What was dark? the Great Hall
3. What fell through the small windows? (only) (a little) moonlight
4. What began to ring? a bell
5. What did Lady Beryl look at? the picture next to her
6. What has there been in the castle? a wedding
7. What did the ladies step out of? their pictures

EXERCISE 78 — WHO AND WHERE (PAGE 22)

1. Who came running in after the scream? the greengrocer and his wife / Mr and Mrs Quince
2. Who did they see in front of them? Lady Ethel
3. Where did they run over to? the front door
4. Who was standing there? the guards
5. Who had the guards not seen? the ghosts
6. Who was surprised? the guards
7. Who did the guards let pass? Mr and Mrs Quince / the greengrocer and his wife

EXERCISE 79 — IS THIS TRUE? (PAGES 22–23)

1. The first lady to move was *Emily*. No, the first (lady) to move was Beryl.
2. The four ladies stepped *into* their pictures. No, they / the ladies stepped out of their / the pictures.
3. Two *guests* were standing at the front door. No, two guards were standing there / at the front door.
4. The guards were very *frightened*. No, they / the guards were very surprised.
5. The *guards* were all around the policeman! No, the ghosts / ladies were all around him / the policeman.
6. The policeman went out through the *door*. No, he / the policeman went out through the window.

EXERCISE 80 — SHORT ANSWERS (PAGE 23)

1. Did Constable Law come running in? Yes, he did.
2. Was he in panic? Yes, he was.
3. Has he seen a real ghost? Yes, he has.
4. Did he try to photograph it? No, he didn't.
5. Did the four ghosts come in and see him? Yes, they did.
6. Were the ghosts frightened? No, they weren't.

EXERCISE 81 — EITHER/OR (PAGES 23–25)

- | | | |
|---|---------------------------|----------------------|
| 1. What could you hear now? | three screams | loud thunder |
| 2. Who came running down the stairs? | a fat lady | Lady Beryl |
| 3. What did she have in her hand? | some roses | a box of chocolates |
| 4. What were the things in white? | the ladies from the shops | ghosts |
| 5. When the three women saw each other ... | they were angry | they were happy |
| 6. What did Mrs Candymouth give the guards? | five hundred pounds | chocolates |
| 7. What did the guards do? | They let the women go. | They sent them back. |

EXERCISE 82 — LET MRS CANDYMOUTH TELL THE STORY! (PAGES 23–25)

- | | |
|---|---|
| 1. A fat lady came running down the stairs. | I came running down the stairs. |
| 2. In her hand she had a box of chocolates. | In my hand I had a box of chocolates. |
| 3. She saw something white in front of her. | I saw something white in front of me. |
| 4. At her side, too, she could see something. | At my side, too, I could see something. |
| 5. Then Mrs Candymouth was on the floor. | Then I was on the floor. |
| 6. In front of her were her friends. | In front of me were my friends. |
| 7. They were all in white nightdresses. (!) | We* were all in white nightdresses. |

* The “we” here will be unexpected and some kids may feel confused. You might consider preparing this, laying the groundwork, so to speak, with some singular and plural work beforehand. The pronoun exercises in the second section of this practice book, ‘Grammar Skills’ focus mostly on “he/she/it” versus “they”, but you could mention “I” and “we” in this context.

EXERCISE 83 — IS THIS TRUE? (PAGES 23–25)

- | | |
|---|--|
| 1. All the pictures were <i>full of people</i> . | No, they / all of them / all the pictures were empty. |
| 2. The <i>police</i> were all around the <i>four ghosts</i> . | No, the ghosts were all around the policeman. |
| 3. <i>Julie</i> was so <i>angry</i> she could hardly speak. | No, the policeman was so frightened he could hardly speak. |
| 4. A <i>thin</i> lady went slowly up the stairs. | No, a fat lady came running down the stairs. |
| 5. The three friends were all in <i>police uniforms</i> . | No, they / the three friends were all in white nightdresses. |
| 6. Outside the front door they saw the <i>ghosts</i> . | No, outside (the front door) they saw the guards. |

EXERCISE 84 — ASK QUESTIONS ABOUT THE UNDERLINED WORD(S). (PAGE 25)

- | | | |
|---|--------------------------------------|--|
| 1. <u>Mrs Candymouth</u> was on the floor. | Who was on the floor? | This exercise focuses directly on the problem of questions about the subject (where the verb form remains unchanged) and about the object, where Simple Present & Past need a “do/does/did” question. As ever, “to be” and the modals “can/must/may” form an exception, as they never use any forms of “do”.
Don’t underestimate how complicated this can seem for many kids! Patience and practice are key here. |
| 2. Mrs Candymouth was <u>on the floor</u> . | Where was Mrs Candymouth? | |
| 3. <u>They</u> saw the guards outside the door. | Who saw the guards outside the door? | |
| 4. They saw <u>the guards</u> outside the door. | Who did they see outside the door? | |
| 5. The cook lifted <u>the short man</u> up. | Who did the cook lift up? | |
| 6. <u>The cook</u> lifted the short man up. | Who lifted the short man up? | |

EXERCISE 85 — HOW MANY ‘GRAMMAR’ WORDS CAN YOU FIND? — THREE? FIVE? SEVEN?

1. “She began to speak” — Write down other **short words** like “she” that can **begin a sentence**.
 For example: I; you; he; (she); it; we; they. We might also add “there”, of course, as in “there is” etc.
2. “In his pocket” — Write down **short words** like “his” that tell us **who something belongs to** (= gehört).
 my; your; (his); her; its [no apostrophe, of course!]; our; their
3. “She smiled at him” Think of other **short words** like “him” that can come **after a verb**.
 me; you; (him); her; it; us; them
4. “Who are you?” — Write down all the other **question words** that you know.
 (who); whose; what; where (from/to); when; which; why; how; how much/many; what ... for
5. “to — too — two” — Words that **sound** (= klingen) **the same**. Do you know other words like these?
 there/their (they’re); here/hear; I/eye; no/know; nose/knows; new/knew; our/hour ...
 * Just a few suggestions that kids at this stage might know. This question (‘homophones’) is continued in Exercise 91, question 4.

EXERCISE 86 — WHO, WHAT AND WHERE (PAGES 25–26)

1. Where was someone still working? in the kitchen
2. Who was it? Mrs Sourdough / the cook
3. What had she not heard? (all) the shouting
4. Who ran into the kitchen? a short, fat man / Mr Cleverbrain
5. What did the cook do when she took the man? She lifted him (up) (into the air).
6. Where did she throw him? into the hall (of the castle)

EXERCISE 87 — COMPLETE THE SENTENCES. (PAGES 25–26)

1. ... the middle of I am in the middle of my homework. We were in the middle of breakfast.
2. ... busy She was busy with two little children. I am too busy to come (with you).
3. ... took They took all their books home. The homework took a long time.
4. ... couldn’t He couldn’t understand us. She couldn’t speak English.
5. ... put I always put sugar in my tea. Put your books on the table / desk!
6. ... out of the window. She threw my cap out of the window. Don’t fall out of the window!

EXERCISE 88 — DESCRIBING A PICTURE (PAGE 24). WRITE AT LEAST 5 SENTENCES.

1. For example: We can see the castle kitchen. It is (quite) dark, and there is a (very) big door.
2. The cook is wearing/ has got a long white dress and a cap.
3. She isn’t very big, but she is (much / a lot) stronger than Mr Cleverbrain.
4. Her hands are on Mr Cleverbrain’s shoulders, and we can see her strong arms.
5. She is pulling Mr Cleverbrain off his feet / over, and he is helpless / he can’t stop her.

EXERCISE 89 — SHORT ANSWERS (PAGES 26–27)

1. Did the ghosts stop now? *No, they didn't.*
2. Did all the guests run away? *Yes, they did.*
3. Did Brian jump out of the window? *No, he didn't.*
4. Were the two guards the last to run away? *Yes, they were.*
5. Did Mr Smarthead shout and scream? *No, he didn't.*
6. Did the ladies go back to the Great Hall? *Yes, they did.*
7. Will Emily deal with the young man, Brian? *Yes, she will.*

EXERCISE 90 — IS THIS TRUE? (PAGES 26–27)

1. Mr Smarthead was lying on a sofa. *No, Mr Cleverbrain was lying on the floor.*
2. "This is a wonderful place!" he laughed. *No, he moaned, "This is an awful place!"*
3. Mr Cleverbrain gave each guest a lollipop. *No, Mr Smarthead gave each guard a £20 note.*
4. Soon all the ghosts had run away. *No, soon all the guests had run away.*
5. The butcher and his wife ran into the kitchen. *No, they / the butcher and his wife jumped out of the window.*
6. The guards smiled when they saw Lady Emily. *No, they / the guards ran when they saw Lady Beryl.*

EXERCISE 91 — HOW MANY WORDS CAN YOU FIND? — THREE? FIVE? SEVEN? OR MORE?

1. "The Great Hall" — Do you know other words for **rooms in a house**?
For example: *living room; kitchen; bedroom; bathroom; toilet ...*
2. "The castle" — Write down other words for **buildings** (= Gebäude).
..... *school; hospital; church; office block; supermarket; superstore; shop; garage ...*
3. "Night ... day" How many **pairs of opposites** (= Gegensatzpaare) can you think of?
..... *big/little; loud/quiet; fat/thin; come/go; good/bad; fast/slow; hello/goodbye ...**
4. "your — you're" — Words that **sound** (= klingen) **the same** and that you didn't write for Exercise 85!
..... *by/buy; see/sea; meet/meat; right/write; red/read; sun/son; threw/through ...*

* You should get a lot of suggestions here. Many, many others, of course, in the 'Opposites & Word-Pairs' section of the reader's vocabulary.

EXERCISE 92 — COMPLETE THE QUESTIONS. (PAGES 25–27)

1. Were you all ... ? *For example: Were you all on that bus? Were you all at the party together? ?*
2. Where ... ? *Where does your friend live? Where do you want to go tomorrow? ?*
3. What time do/does ... ? *What time does the bus come? What time do you go to bed? ?*
4. When did ... ? *When did you see her? When did they first hear that song? ?*
5. Would ... ? *Would you help me, please? Would you like to go to America? ?*
6. Do/does ... ? *Do you like fish? Does he always have so much homework? ?*

EXERCISE 93 — MIXED QUESTIONS (PAGES 20–27)

1. How many times did the bell ring out? *twelve (times)*
2. Which of the four ladies moved first? *(Lady) Beryl*
3. Who were the first guests to come running in? *Mr and Mrs Quince / the greengrocer and his wife*
4. Why was the policeman surprised? *Because the pictures were empty.*
5. What did the three friends give the guards? *a / Mrs Candymouth's box of chocolates*
6. What did the cook think Mr Cleverbrain was? *a robber*
7. How did the butcher and his wife leave? *out of the window; They jumped out of the window.*

EXERCISE 94 — WRITE YOUR OWN SENTENCES. THREE RETELLINGS (PAGES 23–27)

1. The policeman and the four ghosts. (5–6 sentences)

For example: The policeman was really frightened when he came into the hall.
He couldn't touch the ghosts. So they must be real.
When he was looking at the empty pictures, the ghosts came in.
They danced around him and the policeman couldn't speak / could hardly speak.
He fell on the floor, and the ladies went out.
The poor policeman went out of / left the castle through the window.

2. Mrs Candymouth and her friends. (6–7 sentences)

For example: Mrs Candymouth was running away from the ghosts in the castle.
She was in her white nightdress and she was screaming.
Then she screamed again. There was something white in front of her.
Was it a ghost? Two ghosts? Then all the white things came together — bang!
Three old friends lay on the floor: Mrs C., Mrs B. and Mrs G. Every lady had got
a white nightdress (on). They got up and went to the door.
The guards let them out / go when Mrs C. gave them her box of chocolates.

3. The cook and the two tourists. (6–7 sentences)

For example: The cook was (still) working in the middle of the night. Suddenly a short fat man
came (running) into the kitchen. The man saw a person in white in front of him.
He shouted, "Oh no, a ghost!" But the cook saw a man in her kitchen in the
middle of the night. Who was he? Was he a robber? With her strong arms
she took the man and shook him. His glasses fell on the floor and the cook threw
him into the hall. He lay on the floor moaning till his friend Mr Smarthead came in.

EXERCISE 95 — WHO AND WHERE (PAGES 27–29)**CHAPTER 9**

1. Who came through the wall? Lady Emily
2. Where was Brian sleeping? in the big, old bed
3. Who did Brian see? the ghost (Lady Emily)
4. Where did Brian see her? next to his bed
5. Who had been frightened of the ghosts? the other young husbands
6. Where must Brian follow Emily? to the land of ghosts
7. Where did he put the white sheet? over his head

EXERCISE 96 — WHAT AND WHY (PAGES 27–29)

1. What was so strong? the curse (of Ghostmoor Castle)
2. Why was Brian angry? Because (he had been dreaming and now) this ghost had woken him up.
3. Why was Emily surprised? Because the other young husbands had been very frightened.
4. What must Emily do with Brian? She must take him away / to the land of ghosts.
5. What did Brian put over his head? a white sheet (from his bed)
6. Why does Emily feel so weak? Because laughing isn't good for ghosts.
7. What did Brian do with the sheet now? He pulled it / the sheet off his head.

EXERCISE 97 — SHORT ANSWERS (PAGES 27–29)

1. Did Lady Emily come through the door? No, she didn't.
2. Was Brian sleeping on the sofa? No, he wasn't.
3. Is the curse of Ghostmoor Castle weak? No, it isn't.
4. Had Lady Emily woken Brian up? Yes, she had.
5. Does Brian think this is funny? No, he doesn't.
6. Is laughing good for ghosts? No, it isn't.
7. Must Emily go and rest now? Yes, she must.

EXERCISE 98 — DESCRIBING A PICTURE (PAGE 28). WRITE AT LEAST 5 SENTENCES.

1. For example: We can see Brian. He is dressed in white and has no shoes / nothing on his feet.
2. He has got a white sheet over his head and he is jumping up and down.
3. Next to him is / we can see Lady Emily. She is smiling / laughing / giggling.
4. Behind them is / we can see a big bed. In it there is a blonde head. Julie is sleeping / asleep.
5. There is a red curtain around the bed. Behind the bed there are two windows.

EXERCISE 99 — IS THIS TRUE? (PAGES 27–29)

1. Lady Emily came in through the window. **No, she / Lady Emily came in through the wall.**
2. Brian was a funny old man. **No, he / Brian was a nice young man.**
3. He heard a ghost under his bed. **No, he saw a / the ghost next to his bed.**
4. Brian was very frightened of ghosts. **No, he / Brian wasn't frightened // he was angry.**
5. He put a white sheet round his shoulders. **No, he put a / the (white) sheet over his head.**
6. Emily twisted her hands on her ears. **No, Brian twisted his hands on his nose.**
7. She began to shout, and then to scream. **No, she began to giggle, and then to laugh.**

EXERCISE 100 — COMPLETE THE SENTENCES. (PAGES 27–29)

1. ... into ... For example: **Lady Emily came into the bedroom. We all came into the classroom.**
2. ... didn't want **Emily didn't want to take Brian away. I didn't want to watch that old film.**
3. ... so **I am so hungry! Your English test was so wonderful! Oh, it is so cold!**
4. ... again **Sorry — can you say that again? She wants to hear the story again.**
5. ... with **Bring your homework with* you! My cat comes to school with* me.**
6. ... no one **No one likes / loves ghosts! On Sundays there is no one in this classroom.**

* Two stumbling blocks here: 'With' often needs some practice (NO 'wh-!') And analogies to 'Komm mit' don't work in English — 'with' ALWAYS needs some kind of object: 'me/him/them/my friends/the other ghosts' or whatever. But not just "I want to come with."

EXERCISE 101 — "BRIAN AND LADY EMILY": WRITE YOUR OWN SENTENCES.

1. **For example: Lady Emily came through the wall. She had to take Brian away.**
2. **She liked him, but the curse was very strong.**
3. **She woke Brian up. But Brian was not frightened.**
4. **He was angry, because he had been dreaming. Now he put a sheet over / on his head.**
5. **He jumped up and down with his hands on his nose. And Emily began to laugh.**

EXERCISE 102 — EITHER/OR (PAGE 30)

CHAPTER 10

- | | | |
|--|--------------------|--------------------------|
| 1. Who stepped back into the portrait? | Lady Emily | Lady Beryl |
| 2. Where were the portraits? | in the kitchen | in the Great Hall |
| 3. How did Emily speak to her mother? | She shouted. | She whispered. |
| 4. How does Emily feel now? | weak | strong |
| 5. How did Lady Ethel feel at Emily's news? | She was surprised. | She was shocked. |
| 6. Who heard the news last? | Beryl | Victoria |
| 7. What happens if a ghost laughs? | The curse begins. | The curse ends. |
| 8. How did Beryl say, "The curse has ended"? | quietly | loudly |

EXERCISE 103 — IS THIS TRUE? (PAGE 30)

1. Lady Emily stepped into *the kitchen*. **No, she / Lady Emily stepped (back) into her portrait.**
2. Lady Ethel was Lady Emily's *daughter*. **No, she / Lady Ethel was Lady Emily's mother.**
3. Emily said, "*I was afraid of Brian*." **No, she / Lady Emily said, "Brian wasn't afraid of me."**
4. Lady Ethel's portrait was next to *Beryl's*. **No, her / Lady Ethel's portrait was next to Lady Victoria's.**
5. "If someone makes a ghost *cry* **"If someone makes a ghost laugh ...**
6. ... that is the *beginning* of our work." **... that is the end of our work."**
7. The *guards* are all in their portraits now. **No, the ladies are all in their portraits now.**

EXERCISE 104 — MAKE QUESTIONS ABOUT THIS CHAPTER! (PAGE 30)

1. Where did ...? **For example: Where did Lady Emily go? Where did you buy that T-shirt? ?**
2. Was Brian ...? **Was Brian Mr Smarthead's best friend? Was Brian afraid of the ghost? ?**
3. Did he ...? **Did he buy roses for Julie? Did he make Mr Cleverbrain laugh? ?**
4. Does Emily ...? **Does Emily work in a sweetshop? Does Emily have lots of homework? ?**
5. How did ...? **How did you come to school today? How did you sleep last night? ?**
6. What did ...? **What did you say? What did Mrs Candymouth give the guards? ?**

* Reported Speech is the trap here, being far too advanced for Class 5. Help your kids avoid it with two rules: NEVER USE 'SAID THAT – sagte dass' and ONLY WORDS IN "..." (inverted commas) when they tell us what people said. This applies generally, of course, but the need here is acute.

EXERCISE 105 — "LADY EMILY COMES BACK": WRITE YOUR OWN SENTENCES.

1. **For example:** * **Three ladies were in their portraits. But Lady Emily was not there.**
2. **She was with Brian. But then she came back and stepped (back) into her portrait.**
3. **She gave / told the other ladies / ghosts the news.**
4. **"Brian made me laugh," she said. "He wasn't afraid of me / isn't afraid of ghosts."**
5. **"That is the end of the curse," said Beryl. "The McPhantom family is free!"**

EXERCISE 106 — WHAT AND WHERE (PAGES 30–32)

CHAPTER 11

1. What was open, to let in the fresh air? **the front door (of Ghostmoor Castle)**
2. What did the men have in their hands? **a bag with five hundred pounds in gold**
3. Where did the two men go, slowly? **into the Great Hall (of the castle)**
4. What hung there? **the portraits (of the ladies)**
5. Where were they standing now? **(just) in front of the portraits**
6. What suddenly moved out of the pictures? **two hands**
7. Where did they knock the bags of gold? **to / onto the floor**
8. Where did the two men stop running? **outside in the street**

EXERCISE 107 — SHORT ANSWERS (PAGES 30–32)

1. Was it the fourth day after the wedding? **Yes, it was.**
2. Was the front door of the castle closed? **No, it wasn't.**
3. Did two men come in very quietly? **Yes, they did.**
4. Were they Brian's friends? **No, they weren't.**
5. Is there a party in the Great Hall? **No, there isn't.**
6. Are there lots of people there? **No, there aren't.**
7. Did two hands knock the gold to the floor? **Yes, they did.**
8. Did the two men run to Brian's room? **No, they didn't.**

EXERCISE 108 — DESCRIBING A PICTURE (PAGE 31). WRITE AT LEAST 5 SENTENCES.

1. **For example: We can see the Great Hall of the castle. On the wall there are four portraits.**
2. **The first is Lady Beryl. She has got / is wearing a yellow dress. Lady Emily is number four.**
3. **The two tourists are (standing) in front of the pictures. Mr Cleverbrain has got glasses.**
4. **He is short and fat. Mr Smarthead is tall and has got a green jacket (on).**
5. **Two hands are (just) moving*. The bags of gold are (just) falling to the floor.**

* "... have just moved" would be fine here too. It's more difficult, of course; if you use it, I think you need the "just". In contrast, "just" is not essential for the progressive forms, being implied in the progressive form itself. You might well ask kids to use it for practice purposes though, as an aid to learning.

EXERCISE 109 — "BAGS OF GOLD": WRITE YOUR OWN SENTENCES.

1. **For example: The two tourists have bet a lot of money. Now it is time to find the winner.**
2. **They come into the castle very quietly. They want to find the answers to their**
3. **questions. But the ladies in the pictures knock their bags of gold to the floor.**
4. **Now they will never find the answer! Who was the winner, really? [See p. 17]**
5. **Mr Cleverbrain, because Brian was alive. But Julie and Brian have the gold!**

EXERCISE 110 — MIXED QUESTIONS (PAGES 32–33)

CHAPTER 12

1. Who came happily into the Great Hall? **Brian**
2. Who came running in now? **Julie**
3. Which portrait isn't black now? **the portrait of Lady Beryl / Lady Beryl's (portrait)**
4. Where did Brian and Julie see two bags? **(lying) on the floor**
5. What was in the bags? **gold (five hundred pounds of gold in each (of them / one)**
6. What did Mr McPhantom say? **"The old lady isn't so terrible now."**
7. Where did Brian want to go? **to another room**
8. Why does he want to leave the Great Hall? **Because the ladies are watching (them).**

EXERCISE 111 — EITHER/OR (PAGES 32–33)

- | | | |
|--|----------------------|--------------------|
| 1. How did Brian come into the Great Hall? | happily | sadly |
| 2. What day after the wedding was it? | the first | the fourth |
| 3. How did Julie come in? | running | walking slowly |
| 4. Where were the bags lying? | by the door, | near the portraits |
| 5. Who came in with Julie's father? | both Brian's parents | only his mother |
| 6. Who said something about Lady Beryl? | Mr McPhantom | Mrs Happydale |
| 7. When Mr McPhantom saw the gold ... | ... he was shocked. | ... he was happy. |
| 8. Brian wanted to go away from... | ... the portraits. | ... his parents |

EXERCISE 112 — COMPLETE THE QUESTIONS. (PAGES 32–33)

- For example:
 How are you? How do you come to school? How can I do this exercise?
 Who is your best friend? Who is that girl next to the teacher?
 When do you have breakfast? When did you do your homework?
 What is the problem? Sorry — what did you say? What is all this gold?
 Where does your friend live? Where is my book? Where are you going?
 Why must I answer this question? Why are we doing this? Why me*?

* 'Why?' would be quite impossible, of course!
 You would never hear that, even from people who say things like 'That is the person whom I saw.'

EXERCISE 113 — COMPLETE THE SENTENCES. (PAGES 32–33)

- For example:
 Now we are reading the end of this story. Now I am learning English.
 Suddenly I saw three cats. Suddenly the teacher asked me a question.
 My sister looked very sad/ happy. Dad looked at my English test.
 Come here and give me the book. Have you got your homework here?
 I don't like black coffee. Don't eat in the lesson!
 I can't think what the answer is. Think what you can buy with this gold!
 Let's talk after school. Let's ask your mum to help us.

EXERCISE 114 — "THE END OF THE STORY": WRITE YOUR OWN SENTENCES.

- For example: Now it's four days after the wedding. Brian is NOT in the land of ghosts.
 He comes into the hall of the castle. Julie comes in too, and speaks to him.
 Then she and Brian see that Lady Beryl's picture isn't black now.
 They are surprised when they find the gold on the floor.
 Now everyone is happy* (except perhaps Mr Smarthead and Mr Cleverbrain ...).

* In case it should come up: "Happy End" only exists in German! English speakers talk about a 'happy ending'.

EXERCISE 115 — SUPER VOCABULARY TEST: WORDS FROM THE WHOLE STORY!

Find the answers in the 'Vocabulary Page by Page' section. Or would you like to try this test *WITHOUT LOOKING*?

1. What is a word for *men, women and children*? **people** (page 3)
2. What is the opposite of *nothing*? **everything**
3. Be — the baby is sleeping. **quiet**
4. If today is Sunday will be Monday. **tomorrow** (page 4)
5. We had no chairs, so we sat on the **floor**
6. Pounds, dollars and euros are **money**
7. We bread from the baker. **buy** (page 7)
8. A Rolls-Royce is an car. **expensive** (page 8)
9. It will be a big party: is coming. **everyone** (page 9)
10. There's on the floor — what is it? **something**
11. What is the opposite of *before*? **after** (page 11)
12. has stolen my book! **Someone** (page 13)
13. What is the opposite of *in front of*? **behind**
14. Mum was when I didn't come home. **worried** (page 15)
15. Please me at the bus stop. *(2 words!)* **wait for** (page 16)
16. My sister is in bed she is ill. **because** (page 17)
17. The teacher was when I lost my book. **angry**
18. The children at the funny clown. *(Past tense!)* **laughed**
19. My mum and dad both the cello. **play** (page 18)
20. What is the opposite of *inside*? **outside** (page 20)
21. Our teacher gives us a lot of to do. **work** (page 22)
22. Please don't at the children! **shout**
23. I asked her a question, but she said **nothing** (page 23)
24. Your glass is? Can I fill it up? **empty**
25. She ran up the to the bathroom. **stairs**
26. What is the opposite of *weak*? **strong** (page 25)
27. I'll do my homework, then I can play. **First** (page 26)
28. When did you home this morning? **leave** (page 27)
29. What is the opposite of *late*? **early** (page 30)
30. Her eurythmy shoes were in a yellow **bag**

Part 2:

Grammar Skills

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CHAPTER 1

EXERCISE 116 — PUT THE WORDS INTO THE RIGHT ORDER (PAGE 3)

Example: *morning/in the village/is/it/Saturday* ⇒ *It is Saturday morning in the village.*

- 1. quiet/is/Everything/in the sweet shop *Everything is quiet in the sweet shop.*
- 2. at the counter/standing/A fat lady/is *A fat lady is standing at the counter.*
- 3. opens/Suddenly/the door *Suddenly the door opens.*
- 4. puts down/her lollipop/The fat lady *The fat lady puts down her lollipop.*
- 5. with a cow on it/picks up/a box/She *She picks up a box with a cow on it.*
- 6. she/some more boxes/him/shows/Then *Then she shows him some more boxes.*
- 7. again/his head/But/shakes/Brian *But Brian shakes his head again.*
- 8. the biggest box/sees/he/At last/in the shop *At last he sees the biggest box in the shop.*

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EXERCISE 117 — MAKE QUESTIONS. USE THE PRESENT TENSE! (PAGE 3)

Example: *Brian is a young man.* ⇒ *Is Brian a young man?*

- 1. *It is Saturday morning in the village.* *Is it Saturday morning in the village?*
- 2. *People are doing their shopping.* *Are people doing their shopping?*
- 3. *Everything is quiet in the sweet shop.* *Is everything quiet in the sweet shop?*
- 4. *A fat lady is standing at the counter.* *Is a fat lady standing at the counter?*
- 5. *Her name is Mrs Candymouth.* *Is her name Mrs Candymouth?*
- 6. *The young man is called Brian.* *Is the young man called Brian?*
- 7. *The shop is full of sweets.* *Is the shop full of sweets?*
- 8. *There are lots of chocolates to eat!* *Are there lots of chocolates to eat?*

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EXERCISE 118 — A OR AN? WHICH DO WE NEED? (PAGES 3–4)

Write out these words with a or an, as needed.

- 1. village / little village *a village / a little village*
- 2. new shop / expensive* shop (* = teuer) *a new shop / an expensive shop*
- 3. fat lady / old lady *a fat lady / an old lady*
- 4. young man / English book *a young man / an English book*
- 5. lollipop / ice cream *a lollipop / an ice cream*
- 6. big box / empty* box (* = leer) *a big box / an empty box*
- 7. cow / elephant *a cow / an elephant*
- 8. long story / interesting story *a long story / an interesting story*

Gr
5

EXERCISE 119 — MAKE NORMAL SENTENCES. USE THE PRESENT TENSE! (PAGE 3)

Example: *The door doesn't open suddenly.* ⇒ *The door opens suddenly.*

- 1. The fat lady *doesn't smile* at Brian. *The fat lady smiles at Brian.*
- 2. She *doesn't say* "Good morning." *She says "Good morning."*
- 3. Brian *doesn't want* a box of chocolates. *Brian wants a box of chocolates.*
- 4. Mrs Candymouth *doesn't giggle*. *Mrs Candymouth giggles.*
- 5. She *doesn't pick up* a box with a cow on it. *She picks up a box with a cow on it.*
- 6. Brian *doesn't shake* his head. *Brian shakes his head.*
- 7. She *doesn't show* him some more boxes. *She shows him some more boxes.*
- 8. Brian *doesn't see* the box he wants. *Brian sees the box he wants.*

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EXERCISE 120 — COMPLETE, USING THE CORRECT FORM OF THE PRESENT! (PAGES 3-4)

In each pair of sentences, use the same verb — once with the -s-ending, once without.
 Setze in die Satzpaare jeweils das gleiche Verb ein — einmal mit der -s-Endung und einmal ohne sie.

take want come show

- 1. I *come* into the classroom every morning.
 Brian *comes* into the sweet shop.
- 2. We *want* some ice cream.
 He *wants* a big box of chocolates.
- 3. Mrs Candymouth *shows* Brian lots of boxes.
 I *show* my friends the photos.
- 4. She *takes* out some paper for the box of chocolates.
 They *take* out their books for the English lesson.

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EXERCISE 121 — WRITE OUT THESE ENGLISH WORDS IN FULL. (PAGES 3-4)

Find the answers on pages 3 and 4 and in the 'Vocabulary Page by Page' on pages 43 and 44 of the reader.

- 1. Sat..rd..y *Saturday* (Samstag) 10. p..ct..re *picture* (Bild)
- 2. litt.. *little* (klein) 11. b...tiful *beautiful* (wunderschön)
- 3. p..ple *people* (Leute) 12. at l..st *at last* (endlich)
- 4. ..opping *shopping* (Einkäufe) 13. pr..tty *pretty* (hübsch)
- 5. qu..t *quiet* (still) 14. cho..lates *chocolates* (Pralinen)
- 6. s..dd..nly *suddenly* (plötzlich) 15. sho..ed *shocked* (erschüttert)
- 7. w..nt *want* (will/wollen) 16. e..es *eyes* (Augen)
- 8. pl..se *please* (bitte) 17. m..th *mouth* (Mund)
- 9. l..k *look* (anschauen) 18. m..ny *money* (Geld)

EXERCISE 122 — MEDIATION. IN ENGLISH, PLEASE! (PAGES 3–4)

The answers are all in the text. Look carefully, and think which words you must leave out!

- | | | |
|--|---|--|
| 1. In dem Laden war alles ruhig. | In the shop everything was quiet. | Von der Sprache her
ginge "stood" auch! Aber
hier ist die Aufgabe, im
Text zu suchen! |
| 2. Eine Dame stand am Ladentisch. | A lady was standing at the counter. | |
| 3. Plötzlich ging die Tür auf. | Suddenly the door opened. | |
| 4. Ich möchte eine Schachtel Pralinen, bitte. | I want a box of chocolates, please. | |
| 5. Sie zeigte ihm einige Schachteln. | She showed him some boxes. | |
| 6. Brian wollte die größte Schachtel im Laden. | Brian wanted the biggest box in the shop. | |
| 7. Diese Pralinen sind für deine Freundin. | These chocolates are for your girlfriend. | |
| 8. Er gab ihr das Geld und ging hinaus. | He gave her the money and went out. | |

EXERCISE 123 — WRITE COMPLETE SENTENCES WITH AM, IS OR ARE.

- | | |
|---|--|
| 1. People doing their shopping. | People are doing their shopping. |
| 2. The sweet shop very quiet. | The sweet shop is very quiet. |
| 3. I doing an English exercise. | I am doing an English exercise. |
| 4. Brian a nice young man. | Brian is a nice young man. |
| 5. The boxes all full of chocolates. | The boxes are all full of chocolates. |
| 6. Brian's girlfriend called Julie? | Is Brian's girlfriend called Julie? |
| 7. Julie and Brian getting married? | Are Julie and Brian getting married? |
| 8. We learning English at the moment. | We are learning English at the moment. |

EXERCISE 124 — WRITE YOUR OWN SENTENCES ABOUT MRS CANDYMOUTH. (PAGES 3–4)

Who is Mrs Candymouth? What does she look like? What things does she like — to eat, to look at ...?

1. For example: Mrs Candymouth is the owner of the sweet shop.

 She is a fat lady.

2.
 She likes lollipops.

 She eats in her shop.

3.
 She knows Brian Happydale.

 She has lots of / a lot of chocolates in her shop.

4.
 She shows Brian lots of boxes of chocolates.

 She doesn't show him any lollipops.

5.
 She asks Brian who his girlfriend is.

CHAPTER 2

EXERCISE 125 — PUT THE WORDS INTO THE RIGHT ORDER (PAGES 4–6)

Example: *in the market place/stands/the flower shop* ⇒ *The flower shop stands in the market place.*

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42

1. opens/When the door/looks up/she *When the door opens she looks up.*
2. today?/any roses/Have you/got *Have you got any roses today?*
3. these/at/Look *Look at these.*
4. would/How many/like?/you *How many would you like?*
5. looks at/and/smiles/Brian/She *She looks at Brian and smiles.*
6. for your girlfriend?/these flowers/Are *Are these flowers for your girlfriend?*
7. getting married/am/tomorrow/I *I am getting married tomorrow.*
8. the/is/Who/young lady? *Who is the young lady?*

EXERCISE 126 — MAKE NORMAL SENTENCES. USE THE PRESENT TENSE! (PAGES 4–6)

Example: *Does Brian come into the shop?* ⇒ *Brian comes into the shop.*

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29

1. *Does the door of the shop open?* *The door of the shop opens.*
2. *Does Brian smile at Mrs Blossomcheek?* *Brian smiles at Mrs Blossomcheek.*
3. *Does he look at the roses?* *He looks at the roses.*
4. *Is there a lovely smell? (!!!)* *There is a lovely smell.*
5. *Does Brian want seven roses?* *Brian wants seven roses.*
6. *Does Mrs Blossomcheek take some paper?* *Mrs Blossomcheek takes some paper.*
7. *Are the flowers for Brian's girlfriend? (!!!)* *The flowers are for Brian's girlfriend.*
8. *Does Brian say "Goodbye"?* *Brian says "Goodbye."*

EXERCISE 127 — A OR AN? WHICH DO WE NEED? (PAGES 4–6)

Write out these words with a or an, as needed.

Gr
5

1. flower shop / English shop *a flower shop / an English shop*
2. owner / new owner *an owner / a new owner*
3. door / open door *a door / an open door*
4. orange rose / yellow rose *an orange rose / a yellow rose*
5. lovely smell / awful* smell (* = *schrecklich*) *a lovely smell / an awful smell*
6. young lady / American lady *a young lady / an American lady*
7. girlfriend / old friend *a girlfriend / an old friend*
8. arm / long arm *an arm / a long arm*

EXERCISE 128 — MAKE NORMAL SENTENCES. USE THE PRESENT TENSE! (PAGES 4–6)

Example: *The door doesn't open slowly.* ⇨ *The door opens slowly.*

1. The shop *doesn't stand* in the market place. *The shop stands in the market place.*
2. Mrs Blossomcheek *doesn't look up*. *Mrs Blossomcheek looks up.*
3. Brian *doesn't smile* at her. *Brian smiles at her.*
4. A rose *doesn't cost* forty pence. *A rose costs forty pence.*
5. Mrs Blossomcheek *doesn't take* the roses. *Mrs Blossomcheek takes the roses.*
6. She *doesn't ask* Brian a question. *She asks Brian a question.*
7. She *isn't* shocked. (!!!) *She is shocked.*
8. Brian *doesn't give* her the money. *Brian gives her the money.*

Gr
28

EXERCISE 129 — COMPLETE, USING THE CORRECT FORM OF THE PRESENT! (PAGES 4–6)

In each pair of sentences, use the same verb — once with the *-s*-ending, once without.

Setze in die Satzpaare jeweils das gleiche Verb ein — einmal mit der *-s*-Endung und einmal ohne sie.

say take stand look

1. They *stand* at the bus stop and wait (= warten) for the bus.
The flower shop *stands* in the market place.
2. Brian *looks* at the roses.
We *look* at our friends and smile.
3. I *take* out my books for the English lesson.
Mrs Blossomcheek *takes* the roses and the wrapping paper.
4. Mrs Blossomcheek *says* , "Julie McPhantom? How terrible!"
We *say* "Good morning" to the teacher.

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28

EXERCISE 130 — WRITE OUT THESE ENGLISH WORDS IN FULL. (PAGES 4–6)

- | | | | |
|------------|-------------------------------------|------------------|---|
| 1. fl. wer | <i>flower</i> (Blume) | 10. h. w m. ny | <i>how many</i> (wie viele) |
| 2. o. n. r | <i>owner</i> (Besitzer) | 11. l. vely | <i>lovely</i> (wunderschön) |
| 3. l. dy | <i>lady</i> (Dame) | 12. ho. m. ch | <i>how much</i> (wie viel) |
| 4. l. ng | <i>long</i> (lang) | 13. th. nks | <i>thanks</i> (danke) |
| 5. f. ce | <i>face</i> (Gesicht) | 14. girlfr. . nd | <i>girlfriend</i> (Freundin) |
| 6. sh. p | <i>shop</i> (Laden) | 15. t. m. rr. w | <i>tomorrow</i> (morgen) |
| 7. sm. le | <i>smile</i> (Lächeln) | 16. w. o | <i>who</i> (wer) |
| 8. t. d. y | <i>today</i> (heute) | 17. y. . ng | <i>young</i> (jung) |
| 9. s. . d | <i>said</i> (sagte) | 18. t. rr. ble | <i>terrible</i> (schrecklich) |

EXERCISE 131 — MEDIATION. IN ENGLISH, PLEASE! (PAGES 4–6)

The answers are all in the text. Look carefully, and think which words you must leave out!

1. Sie war dünn, mit schwarzen Haaren. *She was thin, with black hair.*
2. Als die Tür aufging, blickte sie auf. *When the door opened, she looked up.*
3. Haben Sie heute irgendwelche Rosen? *Have you got any roses today?*
4. Wie viele möchtest du? *How many would you like?*
5. Wie viel kosten sie? *How much are they?* "How much do they cost" ginge natürlich auch.
6. Sind diese Rosen für deine Freundin? *Are these roses for your girlfriend?*
7. Sie nahm etwas Geschenkpapier und lächelte. *She took some wrapping paper and smiled.*
8. Ich heirate morgen. *I'm (I am) getting married tomorrow.*

EXERCISE 132 — WRITE COMPLETE SENTENCES WITH AM, IS OR ARE.

1. The flower shop in the market place. *The flower shop is in the market place.*
2. I thinking about this answer. *I am thinking about this answer.*
3. Most of my friends thinking too! *Most of my friends are thinking too!*
4. Mrs Blossomcheek a thin lady. *Mrs Blossomcheek is a thin lady.*
5. This exercise not very difficult. *This exercise is not very difficult.*
6. The roses really beautiful. *The roses are really beautiful.*
7. I sorry — I have forgotten my book. *I am sorry — I have forgotten my book.*
8. How much the roses? *How much are the roses?*

EXERCISE 133 — WRITE YOUR OWN SENTENCES ABOUT MRS BLOSSOMCHEEK. (PAGES 4–6)

Who is Mrs Blossomcheek? What does she look like? Does she know Brian? Does she like him? Why is she shocked?

1. *For example: Mrs Blossomcheek is the owner of the/a flower shop.*
- *She is very thin.*
2. *She has got (has) long black hair.*
- *She knows Brian.*
3. *She likes him.*
- *She gives him a special price for the roses.*
4. *She takes some (wrapping) paper for the roses.*
- *She asks about Brian's girlfriend.*
5. *She is shocked to hear about Julie!*
-

Gr
17

CHAPTER 3

EXERCISE 134 — PUT THE WORDS INTO THE RIGHT ORDER (PAGES 7–8)

Example: *quiet/in the sweet shop/was/everything* ⇒ *Everything was quiet in the sweet shop.*

- 1. glasses/wore/on her nose/Mrs Goldfinger *Mrs Goldfinger wore glasses on her nose.*
- 2. today?/you/How/are *How are you today?*
- 3. well/can't see/now/I *I can't see well now.*
- 4. for you?/can I/What/do *What can I do for you?*
- 5. to buy/I'd/a ring/like *I'd like to buy a ring.*
- 6. the rings/She/on the counter/put *She put the rings on the counter.*
- 7. the most/is/That/ring/expensive *That is the most expensive ring.*
- 8. to the floor/fell/glasses/Mrs Goldfinger's *Mrs Goldfinger's glasses fell to the floor.*

Gr
41

EXERCISE 135 — MAKE QUESTIONS. USE THE PRESENT TENSE! (PAGES 7–8)

Example: *Brian comes into the shop.* ⇒ *Does Brian come into the shop?*

- 1. Mrs Goldfinger *wears* glasses. *Does Mrs Goldfinger wear glasses?*
- 2. She *looks* at the young man. *Does she look at the young man?*
- 3. She *smiles* at him. *Does she smile at him?*
- 4. Brian *wants* to buy a ring. *Does Brian want to buy a ring?*
- 5. The ring *is* for his girlfriend. (!!!) *Is the ring for his girlfriend?*
- 6. He *picks* up two rings. *Does he pick up two rings?*
- 7. He *goes* to the window. *Does he go to the window?*
- 8. He *likes* the most expensive ring. *Does he like the most expensive ring?*

Gr
29

EXERCISE 136 — A, AN OR SOME? WHICH DO WE NEED? (PAGES 7–8)

Write out these words with a, an or some, as needed.

- 1. old lady / glasses *an old lady / some glasses*
- 2. ring / rings *a ring / some rings*
- 3. friend / friends *a friend / some friends*
- 4. window / money *a window / some money*
- 5. ladies / man *some ladies / a man*
- 6. windows / door *some windows / a door*
- 7. lollipop / chocolates *a lollipop / some chocolates*
- 8. test / homework (!!!) *a test / some homework*

Gr
5

Gr
8

EXERCISE 137 — MAKE NEGATIVE SENTENCES. USE THE PRESENT TENSE! (PAGES 7–8)

Example: *Mrs Goldfinger wears a ring.* ⇨ *Mrs Goldfinger doesn't wear a ring.*

- 1. Brian *wears* glasses. *Brian doesn't wear glasses.*
- 2. Mrs Goldfinger *comes* into the shop. *Mrs Goldfinger doesn't come into the shop.*
- 3. Brian *wants* a box of chocolates. *Brian doesn't want a box of chocolates.*
- 4. Mrs Goldfinger *can* see very well. (!!!) *Mrs Goldfinger can't see very well.*
- 5. The ring *is* for a young man. (!!!) *The ring isn't for a young man.*
- 6. Brian *puts* the rings on the counter. *Brian doesn't put the rings on the counter.*
- 7. Mrs Goldfinger *goes* to the window. *Mrs Goldfinger doesn't go to the window.*
- 8. Brian's girlfriend *is* Mrs Candymouth. (!!!) *Brian's girlfriend isn't Mrs Candymouth.*

Gr 29

EXERCISE 138 — COMPLETE, USING THE CORRECT FORM OF THE PRESENT! (PAGES 7–8)

In each pair of sentences, use the same verb — once with the *-s*-ending, once without.

Setze in die Satzpaare jeweils das gleiche Verb ein — einmal mit der *-s*-Endung und einmal ohne sie.

open go like give

- 1. Brian *likes* the most expensive ring.
The girls *like* dancing more than football.
- 2. Brian *gives* Mrs Goldfinger the money.
I *give* my dog fresh water every morning.
- 3. On my birthday I *open* all my birthday presents.
Brian *opens* the door of the shop.
- 4. After school we all *go* home.
He *goes* out quickly.

Gr 28

EXERCISE 139 — VOCABULARY. WRITE THE WORDS IN ENGLISH AND IN GERMAN! (PAGES 7–8)

Find the answers in 'Vocabulary Page by Page' for pages 7 and 8. This is on page 45 of the reader.

- 1. Grandpa put on his to read the book. *glasses / Brille*
- 2. You can see glass. *through / durch*
- 3. You can't see Jim — he's at school *now / jetzt*
- 4. go to New York when I'm older. *I'd like to / ich möchte*
- 5. Come to the party! all your friends! *bring / bringen*
- 6. A horse is a animal. *large / groß*
- 7. Can you the baby for a moment? *hold / halten*
- 8. Put the book when you have read it. *back / zurück*
- 9. A Rolls-Royce is an car. *expensive / teuer*

EXERCISE 140 — MEDIATION. IN ENGLISH, PLEASE! (PAGES 7–8)

The answers are all in the text. Look carefully, and think which words you must leave out!

1. Ein Mann kam in ihren Laden herein. *A man came into the shop.*
2. Ich kann jetzt nicht gut sehen. *I can't see well now.*
3. Ich möchte einen Ring für eine Dame kaufen. *I'd like to buy a ring for a lady.*
4. Er hielt die Ringe ans Licht. *He held the rings up to the light.*
5. Das ist der teuerste Ring. *That is the most expensive ring.*
6. Glauben Sie, dass der Ring passen wird? *Do you think (that) the ring will fit?*
7. Wie heißt deine Freundin? *What's (What is) your girlfriend's name?*
8. Er machte die Tür auf und ging hinaus. *He opened the door and went out.*

EXERCISE 141 — WRITE OUT COMPLETE SENTENCES ADDING *THERE IS* OR *THERE ARE*.

1. people in the streets of the village. *There are people in the streets of the village.*
2. a lady in the sweet shop. *There is a lady in the sweet shop.*
3. a lollipop in her mouth. *There is a lollipop in her mouth.*
4. chocolates in all the boxes. *There are chocolates in all the boxes.*
5. Look! a flower shop! *Look! There is a flower shop!*
6. beautiful red roses in this shop. *There are beautiful red roses in this shop.*
7. an old castle in the village. *There is an old castle in the village.*
8. Yes! ghosts in the castle. *Yes! There are ghosts in the castle.*

EXERCISE 142 — WRITE YOUR OWN SENTENCES ABOUT MRS GOLDFINGER. (PAGES 7–8)

Who is Mrs Goldfinger? How old ...? ... glasses? What does she show Brian? Does she give him a special price?

1. *For example: Mrs Goldfinger is a jeweller.*
.....
She is very old. / She is seventy (seventy years old).
.....
2. *She wears glasses. / She has glasses (on the end of her nose).*
.....
She can't see very well now.
.....
3. *She smiles at Brian.*
.....
She looks at him over her glasses.
.....
4. *She puts a lot of (a tray of) rings on the counter.*
.....
She gives Brian a special price for the ring.
.....
5. *She asks him what his girlfriend's name is.*
.....
.....

CHAPTER 4

EXERCISE 143 — PUT THE VERBS IN BRACKETS IN THE RIGHT PLACE AND UNDERLINE THEM

Example: *At twelve o'clock most people home (went).* ⇒ *At twelve o'clock most people went home.*

Gr 41

- Shaking her head Mrs Goldfinger out (*went*). Shaking her head Mrs Goldfinger went out.
- Outside she her friends (*saw*). Outside she saw her friends.
- There in the street they talking (*began*). There in the street they began talking.
- When the others heard, they shocked (*were*). When the others heard, they were shocked.
- Suddenly the policeman to them (*spoke*). Suddenly the policeman spoke to them.
- For a moment everyone talking (*stopped*). For a moment everyone stopped talking.
- Do you know what going to happen (*is*)? Do you know what is going to happen?

EXERCISE 144 — COMPLETE THE QUESTIONS USING THE CORRECT FORM OF THE PRESENT!

In each pair of questions, use the same verb — once with the does-form, and once with do.

Setze in die Fragepaare jeweils das gleiche Verb ein — einmal mit der does-Form und einmal mit do.

Example: (**go**) Does Brian go into the sweet shop? ⇒ Do most people go home for lunch?

eat look see stop

Gr 29

- Do..... the people see..... the policeman?
Does..... Brian see..... red roses in the sweet shop?
- Do..... you eat..... toast for breakfast?
Does..... Mrs Candymouth eat..... lots of chocolate?
- Does..... the bus to Ghostmoor Castle stop..... here?
Do..... all the shopkeepers stop..... talking when they see the policeman?
- Does..... Mrs Goldfinger look..... shocked when she hears the news?
Do..... the others look..... upset too?

Gr 6

EXERCISE 145 — HE, SHE OR IT? WHICH DO WE NEED? (PAGES 8–11)

Write out these words with he, she or it instead of the underlined nouns.

- "Have you heard?" Mrs Goldfinger asked. "Have you heard?" she asked.
- Brian Happydale is going to marry Julie. He is going to marry Julie.
- The problem is terrible. It is terrible.
- The baker asked, "What's the matter?" He asked, "What's the matter?"
- The baker's wife cried, "Oh no!" She cried, "Oh no!"
- The news is bad — very bad. It is bad — very bad.
- The new policeman comes up to us. He comes up to us.
- Julie lives in Ghostmoor Castle. She lives in Ghostmoor Castle.

EXERCISE 146 — COMPLETE, USING THE CORRECT NEGATIVE FORMS OF THE PRESENT!

In each pair of questions, use the same verb — once with the doesn't-form, and once with don't.
 Setze in die Fragepaare jeweils das gleiche Verb ein — einmal mit der doesn't-Form und einmal mit don't.

Example: **(go)** Brian doesn't go into the baker's shop. Most people don't go to a restaurant for lunch.

know want live understand

- I **don't understand** the teacher's question.
 The policeman **doesn't understand** why everyone is upset.
- He **doesn't know** the story of the ghosts at the castle.
 We **don't know** what they want.
- The people **don't want** Brian to die.
 Brian **doesn't want** chocolates with a donkey on the box.
- Brian and Julie **don't live** in Germany.
 Our teacher **doesn't live** in the classroom!

Gr 29

EXERCISE 147 — MAKE NEGATIVE SENTENCES. USE THE PRESENT TENSE!

Example: *The door opens slowly.* ⇒ *The door doesn't open slowly.*
In winter we open all the windows. ⇒ *In winter we don't open all the windows.*

- We *buy* flowers in the sweet shop. **We don't buy flowers in the sweet shop.**
- Brian *wants* a small box of chocolates. **Brian doesn't want a small box of chocolates.**
- I *like* lollipop ice cream. **I don't like lollipop ice cream.**
- Mrs Goldfinger *eats* lots of sweets. **Mrs Goldfinger doesn't eat lots of sweets.**
- Ghosts *drink* lemonade. **Ghosts don't drink lemonade.**
- We *dance* in the English lesson. **We don't dance in the English lesson.**
- Julie *speaks* German with Brian. **Julie doesn't speak German with Brian.**

Gr 29

EXERCISE 148 — WHERE DO WE NEED AN APOSTROPHE?

Schreibe die Wortgruppen auf und ergänze die unterstrichenen Wörter mit Apostrophen wenn nötig!
 Beispiele: Brians hand ⇒ Brian's hand The girls sat down ⇒ The girls sat down

* In diesem Fall gehört ein Buch mehreren Jungen – denkbar, wenn auch weniger wahrscheinlich als die "boy's"-Version.

- | | | | |
|-------------------------------------|--|--------------------------------|---|
| 1. <u>Brians</u> shoes | Brian's shoes | 9. the <u>boys</u> book | the boy's book / the boys'* book |
| 2. my <u>hands</u> | my hands | 10. two <u>bakers</u> | two bakers |
| 3. the <u>teachers</u> table | the teacher's table | 11. the <u>bakers</u> wife | the baker's wife |
| 4. all the <u>teachers</u> | all the teachers | 12. I like <u>chocolates</u> . | I like chocolates. |
| 5. <u>apples</u> and <u>oranges</u> | apples and oranges | 13. two <u>queens</u> | two queens |
| 6. The <u>boys</u> are here. | The boys are here. | 14. the <u>Queens</u> car | the Queen's car |
| 7. <u>Mums</u> phone | Mum's phone | 15. <u>Jennys</u> book | Jenny's book |
| 8. my <u>dogs</u> food | my dog's food | 16. your <u>friends</u> | your friends |

Gr 40

EXERCISE 149 — MEDIATION. IN ENGLISH, PLEASE! (PAGES 11–12)

The answers are all in the text. Look carefully, and think which words you must leave out!

1. Brian wird Julie McPhantom heiraten. *Brian is going to marry Julie McPhantom.*
2. Sie ließ ihren Lutscher auf den Boden fallen. *She let her lollipop fall to the ground.*
3. "Kennen Sie die Geschichte nicht?" *"Don't you know the story?"*
4. "Ich kenne gar nichts." *"I don't know anything."*
5. "Ich glaube nicht an solche Sachen." *"I don't believe in things like that."*
6. Jetzt fing jeder an zu reden. (!) *Now everyone began to speak (talk).*
7. Sie wollten alle die Geschichte erzählen. (!) *They all wanted to tell the story.*
8. Was könnten sie tun? *What could they do?*

EXERCISE 150 — USE IS THERE?/ARE THERE? TO COMPLETE THE QUESTIONS.

Achtung! Hier bitte **keine Antworten auf die Fragen** hinschreiben, sondern **die Fragen selber vervollständigen!**

1. an old castle in the village? *Is there an old castle in the village?*
2. lots of shops in the market place? *Are there lots of shops in the market place?*
3. a new policeman in Ghostmoor? *Is there a new policeman in Ghostmoor?*
4. a story about Ghostmoor Castle? *Is there a story about Ghostmoor Castle?*
5. ghosts in the castle? *Are there ghosts in the castle?*
6. a lot of loud talking now? *Is there a lot of loud talking now?*
7. two men watching and listening? *Are there two men watching and listening?*
8. cars and buses in the market place? *Are there cars and buses in the market place?*

EXERCISE 151 — WRITE ABOUT THE PEOPLE IN GHOSTMOOR VILLAGE. (PAGES 8–13)

Brian—Julie—the policeman—Mrs Candymouth/Mrs Blossomcheek/Mrs Goldfinger—Smarthead & Cleverbrain

1. *For example: Brian is a nice young man.*
He wants to marry Julie McPhantom.
2. *Mrs Candymouth, Mrs Blossomcheek and Mrs Goldfinger are all friends.*
The people are all upset when they hear the news.
3. *The policeman is new in the village.*
He doesn't know the story / know about the ghosts.
4. *Everyone wants to tell him (the story).*
Smarthead and Cleverbrain are tourists in the village.
5. *They want to hear the story too.*

CHAPTER 5

EXERCISE 152 — WRITE OUT THE SENTENCES WITH THE CORRECT WORDS (PAGES 13–15)

on are gives someone live you eat is

- The McPhantom family at the castle. The McPhantom family live at the castle.
- The windows very small. The windows are very small.
- There not much light. There is not much light.
- Portraits hung the stone walls. Portraits hung on the stone walls.
- Brian heard at the door. Brian heard someone at the door.
- He Julie the roses. He gives Julie the roses.
- They began to the chocolates. They began to eat the chocolates.
- Let me show the portraits. Let me show you the portraits

EXERCISE 153 — HE, SHE OR IT? WHICH DO WE NEED? (PAGES 13–16)

Write out these sentences with he, she or it instead of the underlined nouns.

- The young man walks up and down. He walks up and down.
- The ring is in his pocket. It is in his pocket.
- Julie comes in and runs to him. She comes in and runs to him.
- Brian puts the roses behind his back. He puts the roses behind his back.
- The box of chocolates is really big. It is really big.
- Lady Ethel is Julie's grandmother. She is Julie's grandmother.
- The picture of Lady Beryl is all black. It is all black.
- Julie gives Brian a little smile. She gives Brian a little smile.

EXERCISE 154 — SHE OR THEY? WHICH DO WE NEED? (PAGES 13–16)

Write out these sentences with she or they instead of the underlined nouns.

- Julie lives in Ghostmoor Castle. She lives in Ghostmoor Castle.
- The windows in the castle are small. They are small.
- The roses smell beautiful. They smell beautiful.
- Julie can't forget the ghosts. She can't forget the ghosts.
- These chocolates are wonderful. They are wonderful.
- Lady Emily is Julie's mother. She is Julie's mother.
- Lady Beryl started the problem. She started the problem.
- The pictures are all on the walls. They are all on the walls.

EXERCISE 155 — WRITE THE CORRECT FORMS OF THE PRESENT TENSE.

Examples: *I sing (ich singe)* ⇨ *do I sing? (singe ich?)* ⇨ *I don't sing (ich singe nicht)*
you sing (du singst) ⇨ *do you sing? (singst du?)* ⇨ *you don't sing (du singst nicht)*
he sings (er singt) ⇨ *does he sing? (singt er?)* ⇨ *he doesn't sing (er singt nicht)*
she sings (sie singt) ⇨ *does she sing? (singt sie?)* ⇨ *she doesn't sing (sie singt nicht)*
it sings (es singt) ⇨ *does it sing? (singt es?)* ⇨ *it doesn't sing (es singt nicht)*
we sing (wir singen) ⇨ *do we sing? (singen wir?)* ⇨ *we don't sing (wir singen nicht)*
you sing (ihr singt) ⇨ *do you sing? (singt ihr?)* ⇨ *you don't sing (ihr singt nicht)*
they sing (sie singen) ⇨ *do they sing? (singen sie?)* ⇨ *they don't sing (sie singen nicht)*

1. beginnen begin	a) du beginnst ...you begin.....	b) beginnst du? ...do you begin?.....	c) du beginnst nicht ...you don't begin.....
2. sehen see	a) er sieht ...he sees.....	b) sieht er? ...does he see?.....	c) er sieht nicht ...he doesn't see.....
3. nehmen take	a) wir nehmen ...we take.....	b) nehmen wir? ...do we take?.....	c) wir nehmen nicht ...we don't take.....
4. sagen say	a) sie sagt ...she says.....	b) sagt sie? ...does she say?.....	c) sie sagt nicht ...she doesn't say.....
5. kommen come	a) ich komme ...I come.....	b) kommt sie? ...does she come?.....	c) er kommt nicht ...he doesn't come.....
6. gehen go	a) er geht (!!!) ...he goes.....	b) gehst du? ...do you go?.....	c) ich gehe nicht ...I don't go.....
7. geben give	a) du gibst ...you give.....	b) geben sie? ...do they give?.....	c) sie gibt nicht ...she doesn't give.....
8. gucken look	a) sie guckt ...she looks.....	b) guckt es? ...does it look?.....	c) sie gucken nicht ...they don't look.....
9. sitzen sit	a) wir sitzen ...we sit.....	b) sitzt sie? ...does she sit?.....	c) ich sitze nicht ...I don't sit.....
10. reden talk	a) sie redet ...she talks.....	b) reden sie? ...do they talk?.....	c) er redet nicht ...he doesn't talk.....
11. stellen put	a) er stellt ...he puts.....	b) stelle ich? ...do I put?.....	c) wir stellen nicht ...we don't put.....
12. erzählen tell	a) sie erzählen ...they tell.....	b) erzählt er? ...does he tell?.....	c) du erzählst nicht ...you don't tell.....

Gr
28

Gr
29

EXERCISE 156 — WRITE OUT COMPLETE SENTENCES ADDING THE CORRECT QUESTION WORDS.

Achtung! Hier bitte keine Antworten auf die Fragen hinschreiben, sondern die Fragen selber vervollständigen!

what when where where where who who who

1. did the McPhantom family live? **Where did the McPhantom family live?**
2. walked up and down the room? **Who walked up and down the room?**
3. did he put his hands? **Where did he put his hands?**
4. was so frightened? **Who was so frightened?**
5. did Brian give her? **What did Brian give her?**
6. did they go together? **Where did they go together?**
7. did Emily's first husband die? **When did Emily's first husband die?**
8. was Julie's grandmother? **Who was Julie's grandmother?**

Gr
40

EXERCISE 157 — MEDIATION. IN ENGLISH, PLEASE! (PAGES 13–16)

The answers are all in the text. Look carefully, and think which words you must leave out or move!

1. Sie begannen die Pralinen zu essen. **They began to eat the chocolates.**
2. Es ist zu gefährlich zu heiraten. **It's (It is) too dangerous to get married.**
3. Zusammen gingen sie zum neuesten Bild. **Together they went to the newest picture.**
4. Emilys (!) Ehemann starb nach der Hochzeit. **Emily's husband died after the wedding.**
5. Ethels (!) erster Mann starb auch. **Ethel's first husband died too.**
6. Dies ist die Dame, die das Problem auslöste. **This is the lady who started the problem.**
7. Brian nahm den Ring aus seiner Tasche. **Brian took the ring from (out of) his pocket.**
8. Lasst uns all diese Geister vergessen! **Let's forget all these ghosts!**

EXERCISE 158 — WHERE DO WE NEED AN APOSTROPHE?

Schreibe die Wortgruppen auf und ergänze die unterstrichenen Wörter mit Apostrophen wenn nötig!

Beispiele: The mans car ⇔ The man's car The kids sang ⇔ The kids sang

- | | |
|--|--|
| 1. hundreds of <u>years</u> hundreds of years | 9. a box of <u>chocolates</u> a box of chocolates |
| 2. <u>Julies</u> family Julie's family | 10. <u>Emilys</u> first husband Emily's first husband |
| 3. seven red <u>roses</u> seven red roses | 11. Here are the <u>portraits</u> Here are the portraits. |
| 4. <u>Brians</u> pocket Brian's pocket | 12. <u>Brians</u> girlfriend Brian's girlfriend |
| 5. his <u>friends</u> his friends | 13. the line of <u>pictures</u> the line of pictures |
| 6. <u>Julies</u> <u>shoulders</u> Julie's shoulders | 14. the <u>ladys</u> face the lady's face |
| 7. all the <u>ladies</u> all the ladies | 15. The <u>ghosts</u> will come. The ghosts will come. |
| 8. the stone <u>walls</u> the stone walls | 16. all the terrible <u>things</u> all the terrible things |

Gr
40

EXERCISE 159 — WRITE OUT COMPLETE SENTENCES ADDING *THERE ISN'T* OR *THERE AREN'T*.

Gr 17

1. much light in Ghostmoor Castle. *There isn't much light in Ghostmoor Castle.*
2. any men in the portraits. *There aren't any men in the portraits.*
3. any roses in Brian's pocket. *There aren't any roses in Brian's pocket.*
4. a butler to open the door. *There isn't a butler to open the door.*
5. a book in Julie's hands. *There isn't a book in Julie's hands.*
6. many people in the castle. *There aren't many people in the castle.*
7. much time left (= übrig). *There isn't much time left.*
8. any ghosts in our school. *There aren't any ghosts in our school.*

EXERCISE 160 — FILL IN THE CORRECT INFINITIVE FORMS FROM THE LIST.

<i>marry</i>	<i>hear</i>	<i>see</i>	<i>come</i>	<i>pick</i>	<i>ask</i>	<i>walk</i>	<i>go</i>
<i>give</i>	<i>begin</i>	<i>show</i>	<i>make</i>	<i>say</i>	<i>be</i>	<i>be</i>	<i>live</i>

Gr 31

Gr 52-55

- | | | | |
|------------|--------------|------------|--------------|
| 1. picked | <i>pick</i> | 9. lived | <i>live</i> |
| 2. walked | <i>walk</i> | 10. showed | <i>show</i> |
| 3. saw | <i>see</i> | 11. was | <i>be</i> |
| 4. went | <i>go</i> | 12. said | <i>say</i> |
| 5. asked | <i>ask</i> | 13. gave | <i>give</i> |
| 6. heard | <i>hear</i> | 14. made | <i>make</i> |
| 7. married | <i>marry</i> | 15. began | <i>begin</i> |
| 8. came | <i>come</i> | 16. is | <i>be</i> |

EXERCISE 161 — WRITE YOUR OWN SENTENCES ABOUT JULIE AND BRIAN. (PAGES 13-16)

Who is Brian? Who is Julie? What are they going to do tomorrow? Where are they now?

What does Brian give Julie? Is Julie happy? What does she show Brian? What does Brian give her outside the hall?

1. *For example: Brian is Julie's boyfriend.*
He wants to marry Julie.
2. *They are going to get married tomorrow.*
Now they are in the Great Hall of Ghostmoor Castle.
3. *Brian gives Julie roses and chocolates.*
(But) Julie is worried. / She isn't happy / She is unhappy.
4. *She thinks that Brian will die (too / like the other husbands / after the wedding.)*
She shows Brian the portraits (of the ladies of Ghostmoor).
5. *Outside, Brian gives Julie the ring.*

CHAPTER 6

EXERCISE 162 — MAKE QUESTIONS. USE THE PAST TENSE!

Example: *They wanted to warn Brian.* ⇒ *Did they want to warn Brian?*

- 1. He *came* to see the butcher. *Did he come to see the butcher?*
- 2. The people *wanted* to speak to him. *Did the people want to speak to him?*
- 3. This *made* Brian angry. *Did this make Brian angry?*
- 4. He *said* some angry things. *Did he say some angry things?*
- 5. Then he *laughed*. (*"Then" auslassen!*) *Did he laugh?*
- 6. He *went* off. *Did he go off?*
- 7. Everyone *looked* at one another. *Did everyone look at one another?*
- 8. Mr Smarthead *turned* to his friend. *Did Mr Smarthead turn to his friend?*

Gr 32

EXERCISE 163 — WRITE OUT COMPLETE SENTENCES ADDING THE CORRECT QUESTION WORDS.

Achtung! Hier bitte **keine Antworten auf die Fragen** hinschreiben, sondern **die Fragen selber vervollständigen!**

what what when when when where who who

- 1. did Brian come to see? *Who did Brian come to see?*
- 2. did he see the butcher? *When did he see the butcher?*
- 3. did they say? *What did they say?*
- 4. stepped forward at last? *Who stepped forward at last?*
- 5. did the people want? *What did the people want?*
- 6. is Brian getting married? *When is Brian getting married?*
- 7. can the people come to the castle? *When can the people come to the castle?*
- 8. will the party be? *Where will the party be?*

Gr 32

Gr 40

EXERCISE 164 — MAKE NORMAL SENTENCES. USE THE PAST TENSE!

Example: *Brian didn't walk to the castle.* ⇒ *Brian walked to the castle.*

- 1. Brian *didn't come* to the marketplace. *Brian came to the market place.*
- 2. The people *didn't want* to warn him. *The people wanted to warn him.*
- 3. They *didn't say* hello. *They said hello.*
- 4. Brian *didn't know* why they were there. *Brian knew why they were there.*
- 5. He *didn't ask* them to come to the party. *He asked them to come to the party.*
- 6. He *didn't go* home. *He went home.*
- 7. Mr Cleverbrain *didn't make* a bet. *Mr Cleverbrain made a bet.*
- 8. Mr Smarthead *didn't look* down his nose. *Mr Smarthead looked down his nose.*

Gr 31

EXERCISE 165 — WRITE OUT COMPLETE SENTENCES ADDING *THERE WAS* OR *THERE WERE*.

Gr 19

1. pictures on the walls of the Hall. There were pictures on the walls of the Hall.
2. In each picture a lady. In each picture there was a lady.
3. chocolates in Brian's box. There were chocolates in Brian's box.
4. someone at the door. There was someone at the door.
5. lots of people waiting for Brian. There were lots of people waiting for Brian.
6. They said hello. Then a pause. They said hello. Then there was a pause.
7. With the people two tourists. With the people there were two tourists.
8. On my last birthday a party. On my last birthday there was a party.

EXERCISE 166 — FILL IN THE CORRECT FORMS OF THE PAST TENSE FROM THE LIST.

looked *stopped* *wanted* *was/were* *heard* *lived* *tried* *died*
happened *took* *turned* *forgot* *said* *came* *made* *went*

Gr 31

Gr 52-55

- | | | | |
|---------|-----------------|------------|-----------------|
| 1. come | <u>came</u> | 9. happen | <u>happened</u> |
| 2. be | <u>was/were</u> | 10. hear | <u>heard</u> |
| 3. say | <u>said</u> | 11. turn | <u>turned</u> |
| 4. want | <u>wanted</u> | 12. die | <u>died</u> |
| 5. make | <u>made</u> | 13. take | <u>took</u> |
| 6. stop | <u>stopped</u> | 14. try | <u>tried</u> |
| 7. go | <u>went</u> | 15. forget | <u>forgot</u> |
| 8. look | <u>looked</u> | 16. live | <u>lived</u> |

EXERCISE 167 — WHERE DO WE NEED AN APOSTROPHE?

Schreibe die Wortgruppen auf und ergänze die unterstrichenen Wörter mit Apostrophen wenn nötig!

Beispiele: Julies hair ⇒ Julie's hair The boys ran ⇒ The boys ran He cant see ⇒ He can't see

Gr 40

- | | | | |
|----------------------------------|------------------------------|-----------------------------------|--------------------------------|
| 1. I can see the <u>ghosts</u> . | <u>I can see the ghosts.</u> | 9. <u>Isn't</u> that a good idea? | <u>Isn't that a good idea?</u> |
| 2. the <u>butchers</u> wife | <u>the butcher's wife</u> | 10. <u>Theres</u> a problem. | <u>There's a problem.</u> |
| 3. <u>Brians</u> anorak | <u>Brian's anorak</u> | 11. in three <u>days</u> | <u>in three days</u> |
| 4. She <u>likes</u> cocoa. | <u>She likes cocoa.</u> | 12. Soon <u>hell</u> be dead. | <u>Soon he'll be dead.</u> |
| 5. I like ghost <u>stories</u> . | <u>I like ghost stories.</u> | 13. fifty <u>pounds</u> | <u>fifty pounds</u> |
| 6. <u>Thats</u> stupid. | <u>That's stupid.</u> | 14. He <u>doesnt</u> like me. | <u>He doesn't like me.</u> |
| 7. <u>Im</u> getting married. | <u>I'm getting married.</u> | 15. <u>Shes</u> English. | <u>She's English.</u> |
| 8. Be my <u>guests</u> ! | <u>Be my guests!</u> | 16. My <u>hands</u> are cold. | <u>My hands are cold.</u> |

EXERCISE 168 — MEDIATION. IN ENGLISH, PLEASE! (PAGES 16–17)

The answers are all in the text. Look carefully, and think which words you must leave out!

1. Brian war überrascht, die Leute zu finden. **Brian was surprised to find the people.**
2. Niemand sagte ein Wort. **No one said a word.**
3. Schließlich sagte der Polizist ... **At last the policeman said ...**
4. ... Wir wollen dich warnen. **... We want to warn you.**
5. Brian wusste, was sie wollten. **Brian knew what they wanted.**
6. Kommt nach der Hochzeit zum Schloss! **Come to the castle after the wedding!**
7. Es wird eine Party geben. **There will be a party.**
8. Ihr könnt meine Gäste sein! **You can be my guests!**

EXERCISE 169 — FILL IN THE CORRECT PLURAL FORMS (= Mehrzahlformen).

Examples: shop ⇒ shops class ⇒ classes baby ⇒ babies

- | | | | |
|------------|---|---------------|---|
| 1. ghost | ... ghosts | 9. boy | ... boys |
| 2. morning | ... mornings | 10. party | ... parties |
| 3. man | ... men | 11. pound | ... pounds |
| 4. party | ... parties | 12. nose | ... noses (pronunciation?) |
| 5. day | ... days | 13. story | ... stories |
| 6. tourist | ... tourists | 14. picture | ... pictures |
| 7. bus | ... buses (pronunciation?) | 15. woman | ... women |
| 8. friend | ... friends | 16. chocolate | ... chocolates |

Gr
2

EXERCISE 170 — WRITE YOUR OWN SENTENCES ABOUT BRIAN AND THE PEOPLE. (PAGES 16–17)

Who did Brian come to see? Who were waiting for him? Who spoke first (after 'hello!')? Was Brian happy? What is he going to do tomorrow? Where should the people come? Who were the two tourists? What did they say?

1. **For example: Brian came to see the butcher.**
- All the people were waiting for him.**
2. **They wanted to warn him.**
- They were worried that he would die.**
3. **The policeman spoke first.**
- Brian was angry / not pleased.**
4. **He didn't want to stop the wedding.**
- Everyone can come to the party (the wedding party).**
5.

CHAPTER 7

EXERCISE 171 — FILL IN THE CORRECT FORMS OF THE PAST TENSE FROM THE LIST.

stayed *heard* *saw* *came* *wanted* *took* *cried* *went*
danced *began* *stood* *looked* *started* *said* *slept* *was/were*

- | | | | |
|----------|-----------------------------|-----------|----------------------------|
| 1. come | <i>came</i> | 9. want | <i>wanted</i> |
| 2. cry | <i>cried</i> | 10. start | <i>started</i> |
| 3. go | <i>went</i> | 11. dance | <i>danced</i> |
| 4. be | <i>was/were</i> | 12. stand | <i>stood</i> |
| 5. begin | <i>began</i> | 13. hear | <i>heard</i> |
| 6. say | <i>said</i> | 14. stay | <i>stayed</i> |
| 7. look | <i>looked</i> | 15. sleep | <i>slept</i> |
| 8. see | <i>saw</i> | 16. take | <i>took</i> |

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Gr 52-55

EXERCISE 172 — MAKE QUESTIONS. USE THE PAST TENSE!

Example: *Mr Smarthead looked at his friend.* ⇒ *Did Mr Smarthead look at his friend?*

- | | |
|--|--|
| 1. People <i>came</i> to the wedding. | <i>Did people come to the wedding?</i> |
| 2. Everyone <i>went</i> up to the castle. | <i>Did everyone go up to the castle?</i> |
| 3. Mr McPhantom <i>began</i> to speak. | <i>Did Mr McPhantom begin to speak?</i> |
| 4. The guests <i>looked</i> around them. | <i>Did the guests look around them?</i> |
| 5. Brian's mother <i>saw</i> the pictures. | <i>Did Brian's mother see the pictures?</i> |
| 6. She <i>wanted</i> to ask a question. | <i>Did she want to ask a question?</i> |
| 7. People <i>started</i> to eat and drink. | <i>Did people start to eat and drink?</i> |
| 8. Mrs Candymouth <i>danced</i> with her friend. | <i>Did Mrs Candymouth dance with her friend?</i> |

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EXERCISE 173 — MAKE NEGATIVE SENTENCES. USE THE PAST TENSE!

Example: *Brian talked to the people.* ⇒ *Brian didn't talk to the people.*

- | | |
|---|---|
| 1. He <i>wanted</i> to talk about the ghosts. | <i>He didn't want to talk about the ghosts.</i> |
| 2. He <i>answered</i> the question. | <i>He didn't answer the question.</i> |
| 3. The orchestra <i>played</i> loudly. | <i>The orchestra didn't play loudly.</i> |
| 4. Brian <i>sang</i> a song for Mr McPhantom. | <i>Brian didn't sing a song for Mr McPhantom.</i> |
| 5. Julie <i>married</i> Mr Smarthead. | <i>Julie didn't marry Mr Smarthead.</i> |
| 6. Mrs Candymouth <i>danced</i> with Brian. | <i>Mrs Candymouth didn't dance with Brian.</i> |
| 7. Mr Cleverbrain <i>looked</i> as nice as Julie. | <i>Mr Cleverbrain didn't look as nice as Julie.</i> |
| 8. The people <i>lived</i> in the castle. | <i>The people didn't live in the castle.</i> |

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EXERCISE 174 — WRITE OUT COMPLETE SENTENCES ADDING THE CORRECT QUESTION WORDS.

Achtung! Hier bitte keine Antworten auf die Fragen hinschreiben, sondern die Fragen selber vervollständigen!

what what when when where where who who

1. did people come to the wedding? *When did people come to the wedding?*
2. cried because of Julie? *Who cried because of Julie?*
3. did everyone go to the castle? *When did everyone go to the castle?*
4. was full of tables now? *What was full of tables now?*
5. began to speak? *Who began to speak?*
6. did Mr McPhantom say? *What did Mr McPhantom say?*
7. did the guests hear loud thunder? *Where did the guests hear loud thunder?*
8. can the guests stay if they like? *Where can the guests stay if they like?*

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32

Gr
40

EXERCISE 175 — FILL IN THE CORRECT PLURAL FORMS (= Mehrzahlformen).

Examples: ghost ⇒ ghosts bus ⇒ buses lady ⇒ ladies

- | | | | |
|------------|-----------------|---------------|------------------|
| 1. table | <i>tables</i> | 9. storm | <i>storms</i> |
| 2. holiday | <i>holidays</i> | 10. toy | <i>toys</i> |
| 3. child | <i>children</i> | 11. gentleman | <i>gentlemen</i> |
| 4. box | <i>boxes</i> | 12. cat | <i>cats</i> |
| 5. key | <i>keys</i> | 13. bedroom | <i>bedrooms</i> |
| 6. castle | <i>castles</i> | 14. glass | <i>glasses</i> |
| 7. family | <i>families</i> | 15. city | <i>cities</i> |
| 8. woman | <i>women</i> | 16. light | <i>lights</i> |

Gr
2

EXERCISE 176 — WRITE OUT THE SENTENCES WITH THE CORRECT WORDS (PAGES 18–20)

eat began forget turned home after stay terrible everyone

1. the wedding they went to the castle. *After the wedding they went to the castle.*
2. There were wonderful things to *There were wonderful things to eat.*
3. A small orchestra to play. *A small orchestra began to play.*
4. At last, was quiet. *At last, everyone was quiet.*
5. There is a storm outside. *There is a terrible storm outside.*
6. Please — don't the ghosts! *Please – don't forget the ghosts!*
7. Should the guests go? *Should the guests go home?*
8. Or should they in the castle? *Or should they stay in the castle?*
9. Mr McPhantom off the lights. *Mr McPhantom turned off the lights.*

EXERCISE 177 — WHERE DO WE NEED AN APOSTROPHE?

Schreibe die Wortgruppen auf und ergänze die unterstrichenen Wörter mit Apostrophen wenn nötig!

Beispiele: Mums hair ⇒ Mum's hair The boys ran ⇒ The boys ran They dont sit ⇒ They don't sit

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- | | | | |
|-----------------------------|---------------------------|--|---|
| 1. <u>Julies</u> wedding | <u>Julie's</u> wedding | 9. I <u>dont</u> know | <u>I don't</u> know |
| 2. <u>Brians</u> party | <u>Brian's</u> party | 10. <u>Hes</u> English. | <u>He is</u> English. |
| 3. full of <u>tables</u> | <u>full of tables</u> | 11. <u>Shes</u> German. | <u>She's</u> German. |
| 4. <u>things</u> to eat | <u>things to eat</u> | 12. <u>Im</u> very happy. | <u>I am</u> very happy. |
| 5. <u>Julies</u> father | <u>Julie's</u> father | 13. <u>Im</u> in the classroom. | <u>I'm</u> in the classroom. |
| 6. Now <u>shes</u> married. | <u>Now she's</u> married. | 14. Who are these <u>ladies</u> ? | <u>Who are these ladies?</u> |
| 7. <u>Hes</u> a young man. | <u>He's</u> a young man. | 15. <u>Its</u> raining. | <u>It's</u> raining. |
| 8. She <u>lives</u> here. | <u>She lives</u> here. | 16. <u>Dont</u> forget the <u>ghosts</u> ! | <u>Don't</u> forget the <u>ghosts</u> ! |

EXERCISE 178 — MEDIATION. IN ENGLISH, PLEASE! (PAGES 18–20)

The answers are all in the text. Look carefully, and think which words you must leave out!

- | | |
|--|---|
| 1. All die Menschen kamen zur Hochzeit. | <u>All the people</u> came to the wedding. |
| 2. Julie sah wunderschön aus. | <u>Julie</u> looked beautiful. |
| 3. Der Saal war voller Tische. | <u>The Hall (hall)</u> was full of tables. |
| 4. Warum ist das Bild so schwarz? | <u>Why</u> is the picture so black? |
| 5. Ich werde es Ihnen später erzählen. | <u>I'll (I will)</u> tell you later. |
| 6. Jeder hörte draußen Donner. | <u>Everyone</u> heard thunder outside. |
| 7. Sie können alle hier bleiben. | <u>You can all</u> stay here. |
| 8. Er schaltete die Lichter im Saal aus. | <u>He</u> turned off the lights in the Hall (hall). |

EXERCISE 179 — USE WAS THERE? / WERE THERE? TO COMPLETE THE QUESTIONS.

Achtung! Hier bitte **keine Antworten auf die Fragen** hinschreiben, sondern **die Fragen selber vervollständigen!**

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- | | |
|--|--|
| 1. a wedding the next day? | <u>Was there</u> a wedding the next day? |
| 2. lots of people at the wedding? | <u>Were there</u> lots of people at the wedding? |
| 3. a party at the castle? | <u>Was there</u> a party at the castle? |
| 4. wonderful things to eat? | <u>Were there</u> wonderful things to eat? |
| 5. portraits on the long stone walls? | <u>Were there</u> portraits on the long stone walls? |
| 6. loud thunder outside? | <u>Was there</u> loud thunder outside? |
| 7. a flash of lightning too? | <u>Was there</u> a flash of lightning too? |
| 8. hundreds of bedrooms there? | <u>Were there</u> hundreds of bedrooms there? |

CHAPTER 8

EXERCISE 180 — FILL IN THE CORRECT INFINITIVE FORMS FROM THE LIST.

<i>see</i>	<i>come</i>	<i>move</i>	<i>speak</i>	<i>work</i>	<i>have</i>	<i>shout</i>	<i>take</i>
<i>be</i>	<i>put</i>	<i>open</i>	<i>shake</i>	<i>ring</i>	<i>fall</i>	<i>laugh</i>	<i>say</i>

- | | | | |
|------------|--------------|-------------|--------------|
| 1. fell | <i>fall</i> | 9. was/were | <i>be</i> |
| 2. rang | <i>ring</i> | 10. came | <i>come</i> |
| 3. moved | <i>move</i> | 11. opened | <i>open</i> |
| 4. spoke | <i>speak</i> | 12. worked | <i>work</i> |
| 5. had | <i>have</i> | 13. took | <i>take</i> |
| 6. shouted | <i>shout</i> | 14. shook | <i>shake</i> |
| 7. said | <i>say</i> | 15. laughed | <i>laugh</i> |
| 8. saw | <i>see</i> | 16. put | <i>put</i> |

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31
Gr
52-55

EXERCISE 181 — MAKE QUESTIONS. USE THE PAST TENSE!

Example: Mr McPhantom turned off the lights. ⇒ Did Mr McPhantom turn off the lights?

- | | |
|--|---|
| 1. A bell <i>began</i> to ring. | <i>Did a bell begin to ring?</i> |
| 2. The bell <i>rang</i> twelve times. | <i>Did the bell ring twelve times?</i> |
| 3. Lady Beryl <i>moved</i> suddenly. | <i>Did Lady Beryl move suddenly?</i> |
| 4. Lady Victoria <i>spoke</i> to her daughter. | <i>Did Lady Victoria speak to her daughter?</i> |
| 5. The policeman <i>came</i> running in. | <i>Did the policeman come running in?</i> |
| 6. He <i>saw</i> the empty pictures. | <i>Did he see the empty pictures?</i> |
| 7. Mrs Candymouth <i>had</i> some chocolates. | <i>Did Mrs Candymouth have some chocolates?</i> |
| 8. She <i>shouted</i> , "A ghost! A ghost!" | <i>Did she shout, "A ghost! A ghost!"?</i> |

Gr
32

EXERCISE 182 — MAKE NEGATIVE SENTENCES. USE THE PAST TENSE!

Example: The people went home. ⇒ The people didn't go home.

- | | |
|---|---|
| 1. Mrs Goldfinger <i>liked</i> the ghosts. | <i>Mrs Goldfinger didn't like the ghosts.</i> |
| 2. Mrs Candymouth <i>worked</i> in the kitchen. | <i>Mrs Candymouth didn't work in the kitchen.</i> |
| 3. The cook <i>heard</i> the shouting. | <i>The cook didn't hear the shouting.</i> |
| 4. She <i>wanted</i> to work all night. | <i>She didn't want to work all night.</i> |
| 5. Lady Beryl <i>came</i> into the kitchen. | <i>Lady Beryl didn't come into the kitchen.</i> |
| 6. Mr Cleverbrain <i>laughed</i> at the cook. | <i>Mr Cleverbrain didn't laugh at the cook.</i> |
| 7. The guards <i>opened</i> the door. | <i>The guards didn't open the door.</i> |
| 8. Mr Smarthead <i>put</i> his hands on his nose. | <i>Mr Smarthead didn't put his hands on his nose.</i> |

Gr
32

EXERCISE 183 — WRITE OUT COMPLETE SENTENCES ADDING THE CORRECT QUESTION WORDS.

Achtung! Hier bitte keine Antworten auf die Fragen hinschreiben, sondern die Fragen selber vervollständigen!

what what when where where where who who

1. came running into the hall? **Who came running into the hall?**
2. were two guards standing? **Where were two guards standing?**
3. did the first guard say? **What did the first guard say?**
4. did the policeman see the pictures? **Where did the policeman see the pictures?**
5. had a small box of chocolates? **Who had a small box of chocolates?**
6. was the cook working in the kitchen? **When was the cook working in the kitchen?**
7. did she throw Mr Cleverbrain? **Where did she throw Mr Cleverbrain?**
8. did the two men open? **What did the two men open?**

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40

EXERCISE 184 — MAKE NORMAL SENTENCES. USE THE PAST TENSE!

Example: Lady Emily didn't look at Brian. ⇨ Lady Emily looked at Brian.

1. I *didn't shout* when I saw the ghost. **I shouted when I saw the ghost.**
2. She *didn't say* hello to the teacher. **She said hello to the teacher.**
3. The four ladies *didn't come* into the hall. **The four ladies came into the hall.**
4. The policeman *didn't see* the ghosts. **The policeman saw the ghosts.**
5. We *didn't hear* Mrs Candymouth shouting. **We heard Mrs Candymouth shouting.**
6. The cook *didn't work* in the kitchen. **The cook worked in the kitchen.**
7. She *didn't have* a red nose. **She had a red nose.**
8. Mr Smarthead *didn't open* the door. **Mr Smarthead opened the door.**

Gr
32

EXERCISE 185 — WRITE OUT THE SENTENCES WITH THE CORRECT WORDS (PAGES 22–25)

nothing floor window shouted stairs surprised touch gave standing

1. "A ghost! A ghost!" they **"A ghost! A ghost!" they shouted.**
2. The guards were at the front door. **The guards were standing at the front door.**
3. They were to see Mr and Mrs Quince. **They were surprised to see Mr and Mrs Quince.**
4. The policeman tried to the ghost. **The policeman tried to touch the ghost.**
5. But there was there. **But there was nothing there.**
6. The policeman climbed out of the **The policeman climbed out of the window.**
7. A fat lady came running down the **A fat lady came running down the stairs.**
8. The three friends all fell on the **The three friends all fell on the floor.**
9. She the guards a box of chocolates. **She gave the guards a box of chocolates.**

EXERCISE 186 — FILL IN THE CORRECT PLURAL FORMS (= Mehrzahlformen).

Example: *dish* ⇨ *dishes* *life* ⇨ *lives* *pony* ⇨ *ponies*

- | | | | |
|--------------|--|---------------|--|
| 1. window | ... <u>windows</u> | 9. nightdress | ... <u>nightdresses (pronunciation?)</u> |
| 2. sandwich | ... <u>sandwiches (pronunciation?)</u> | 10. dog | ... <u>dogs</u> |
| 3. mother | ... <u>mothers</u> | 11. puppy | ... <u>puppies</u> |
| 4. wife | ... <u>wives</u> | 12. woman | ... <u>women</u> |
| 5. policeman | ... <u>policemen</u> | 13. cook | ... <u>cooks</u> |
| 6. jelly | ... <u>jellies</u> | 14. shelf | ... <u>shelves</u> |
| 7. play | ... <u>plays</u> | 15. kitchen | ... <u>kitchens</u> |
| 8. lesson | ... <u>lessons</u> | 16. child | ... <u>children</u> |

Gr
2

EXERCISE 187 — WHERE DO WE NEED AN APOSTROPHE?

Schreibe die Wortgruppen auf und ergänze die unterstrichenen Wörter mit Apostrophen wenn nötig!

Beispiele: Julies car ⇨ Julie's car The girls sing ⇨ The girls sing She isnt here ⇨ She isn't here

- | | | | |
|-----------------------------|-------------------------------------|----------------------------------|--|
| 1. the two <u>guards</u> | ... <u>the two guards</u> | 9. <u>Hes</u> in the kitchen. | ... <u>He's in the kitchen.</u> |
| 2. <u>Thats</u> funny! | ... <u>That's funny!</u> | 10. <u>Were</u> at home. | ... <u>We're at home.</u> |
| 3. the <u>mans</u> knees | ... <u>the man's knees</u> | 11. <u>Im</u> in my room. | ... <u>I'm in my room.</u> |
| 4. <u>Ive</u> seen a ghost! | ... <u>I've seen a ghost!</u> | 12. My Dad <u>loves</u> tea. | ... <u>My Dad loves tea.</u> |
| 5. <u>Wheres</u> my pen? | ... <u>Where's my pen?</u> | 13. His <u>glasses</u> fell off. | ... <u>His glasses fell off.</u> |
| 6. in her <u>hands</u> | ... <u>in her hands</u> | 14. <u>Didnt</u> I tell you? | ... <u>Didn't I tell you?</u> |
| 7. Oh, <u>its</u> you! | ... <u>Oh, it's you!</u> | 15. <u>Dont</u> stop now! | ... <u>Don't stop now!</u> |
| 8. <u>Shes</u> my friend. | ... <u>She's my friend.</u> | 16. The <u>guests</u> ran away. | ... <u>The guests ran away.</u> |

Gr
40

EXERCISE 188 — MEDIATION. IN ENGLISH, PLEASE! (PAGES 23–26)

The answers are all in the text. Look carefully, and think which words you must leave out!

- | | |
|--|--|
| 1. Eine Dame kam die Treppe heruntergerannt. | ... <u>A lady came running down the stairs.</u> |
| 2. In der Hand hatte sie eine kleine Schachtel. | ... <u>In her hand she had a small box.</u> |
| 3. Ihre Freundinnen waren auf dem Boden. | ... <u>Her friends were on the floor.</u> |
| 4. Als sie die Tür öffneten, ... | ... <u>When they opened the door ...</u> |
| 5. ... sahen sie die Wächter. | ... <u>... they saw the guards.</u> |
| 6. Die Köchin war so beschäftigt, ... | ... <u>The cook was so busy ...</u> |
| 7. ... dass sie das Schreien nicht gehört hatte. | ... <u>... that she had not (hadn't) heard the shouting.</u> |
| 8. Er hatte Angst. Er konnte nicht sprechen. | ... <u>He was frightened. He couldn't (could not) speak.</u> |

CHAPTER 9

EXERCISE 189 — MAKE QUESTIONS. USE THE PAST TENSE!

Example: *The cook shouted at Mr Cleverbrain.* ⇨ *Did the cook shout at Mr Cleverbrain?*

- | | | |
|----------|---|--|
| 1. | Lady Emily <i>came</i> through the wall. | <i>Did Lady Emily come through the wall?</i> |
| 2. | Brian <i>was</i> a nice young man. (!!!) | <i>Was Brian a nice young man?</i> |
| 3. | Emily <i>cried</i> in a high voice. (!) | <i>Did Emily cry in a high voice?</i> |
| Gr
19 | 4. Brian <i>saw</i> the ghost. | <i>Did Brian see the ghost?</i> |
| Gr
32 | 5. He <i>got</i> out of bed. | <i>Did he get out of bed?</i> |
| | 6. He <i>wanted</i> to sleep. | <i>Did he want to sleep?</i> |
| | 7. He <i>took</i> a sheet from his bed. | <i>Did he take a sheet from his bed?</i> |
| | 8. He <i>put</i> it over his head. | <i>Did he put it over his head?</i> |

EXERCISE 190 — MAKE NEGATIVE SENTENCES. USE THE PAST TENSE!

Example: *Mr Smarthead gave the guards a chocolate.* ⇨ *Mr Smarthead didn't give the guards a chocolate.*

- | | | |
|----------|--|---|
| 1. | Brian <i>put</i> a sheet on Lady Emily's head. | <i>Brian didn't put a sheet on Lady Emily's head.</i> |
| 2. | He <i>was</i> frightened of ghosts. (!!!) | <i>He wasn't frightened of ghosts.</i> |
| 3. | Lady Emily <i>shouted</i> . | <i>Lady Emily didn't shout.</i> |
| Gr
32 | 4. She <i>screamed</i> . | <i>She didn't scream.</i> |
| 5. | She <i>began</i> to dance and sing. | <i>She didn't begin to dance and sing.</i> |
| 6. | She <i>stayed</i> in the bedroom. | <i>She didn't stay in the bedroom.</i> |
| 7. | Brian <i>got</i> dressed. | <i>Brian didn't get dressed.</i> |
| 8. | He <i>went</i> downstairs. | <i>He didn't go downstairs.</i> |

EXERCISE 191 — MAKE NORMAL SENTENCES. USE THE PAST TENSE!

Example: *The butcher didn't jump out of the window.* ⇨ *The butcher jumped out of the window.*

- | | | |
|----------|--|-----------------------------------|
| 1. | Lady Emily <i>didn't like</i> Brian. | <i>Lady Emily liked Brian.</i> |
| 2. | Brian <i>didn't wake</i> up. | <i>Brian woke up.</i> |
| 3. | He <i>wasn't angry</i> . | <i>He was angry.</i> |
| Gr
31 | 4. He <i>didn't say</i> , "Go away!" | <i>He said, "Go away!"</i> |
| 5. | He <i>didn't lie</i> down again. | <i>He lay down again.</i> |
| 6. | Emily <i>didn't look</i> at him. | <i>Emily looked at him.</i> |
| 7. | She <i>didn't giggle and laugh</i> . (Two verbs!) | <i>She giggled and laughed.</i> |
| 8. | She <i>didn't turn and walk</i> out. (Two verbs!) | <i>She turned and walked out.</i> |

EXERCISE 192 — WRITE OUT THE SENTENCES WITH THE CORRECT WORDS (PAGES 27–29)

very laugh jumped through again no one isn't head frightened

1. Brian wasn't of the ghost. *Brian wasn't frightened of the ghost.*
2. "This funny." *"This isn't funny."*
3. "You're not a good ghost." *"You're not a very good ghost."*
4. Brian up and down, shouting. *Brian jumped up and down, shouting.*
5. Emily began to giggle, and then *Emily began to giggle, and then laugh.*
6. The ghost walked out the wall. *The ghost walked out through the wall.*
7. Brian pulled the sheet off his *Brian pulled the sheet off his head.*
8. But there was in the room. *But there was no one in the room.*
9. So he got into bed *So he got into bed again.*

EXERCISE 193 — FILL IN THE CORRECT PLURAL FORMS (= Mehrzahlformen).

Example: garden ⇨ gardens match ⇨ matches city ⇨ cities

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. school <i>schools</i> 2. baby <i>babies</i> 3. watch <i>watches (pronunciation?)</i> 4. bed <i>beds</i> 5. hand <i>hands</i> 6. loaf <i>loaves</i> 7. man <i>men</i> 8. copy <i>copies</i> 9. donkey <i>donkeys</i> | <ol style="list-style-type: none"> 10. wall <i>walls</i> 11. door <i>doors</i> 12. scarf <i>scarves</i> 13. portrait <i>portraits</i> 14. wish <i>wishes (pronunciation?)</i> 15. lorry <i>lorries</i> 16. birthday <i>birthdays</i> 17. class <i>classes (pronunciation?)</i> 18. schoolbag <i>schoolbags</i> |
|--|---|

Gr
2

EXERCISE 194 — MEDIATION. IN ENGLISH, PLEASE! (PAGES 27–29)

The answers are all in the text. Look carefully, and think which words you must leave out!

1. Er sah den Geist neben seinem Bett. *He saw the ghost next to his bed.*
2. "Lass mich schlafen!" sagte er. *"Let me sleep!" he said.*
3. Die anderen Ehemänner hatten Angst gehabt. *The other husbands had been frightened.*
4. "Ich könnte besser sein als du!" *"I could be better than you!"*
5. Er legte ein Laken über seinen Kopf. *He put a sheet over his head.*
6. Unter dem Laken sprang er auf und ab. *Under the sheet he jumped up and down.*
7. Der Geist fing an zu kichern. *The ghost began to giggle.*
8. Es gab niemand in dem Zimmer. *There was no one in the room.*

EXERCISE 195 — MAKE QUESTIONS. USE THE PRESENT TENSE!

Example: *Lady Emily goes out of the hall.* ⇨ *Does Lady Emily go out of the hall?*

Gr 17

Gr 26

Gr 29

1. Mrs Candymouth *runs* down the stairs. *Does Mrs Candymouth run down the stairs?*
2. She *sees* something in front of her. *Does she see something in front of her?*
3. She *screams* loudly. *Does she scream loudly?*
4. We *can* hear a big crash. (!) *Can we hear a big crash?*
5. She *is* on the floor with her chocolates. (!) *Is she on the floor with her chocolates?*
6. Her friends *are* next to her. (!) *Are her friends next to her?*
7. They *open* the door. *Do they open the door?*
8. They *may* leave the castle. *May they leave the castle?*

EXERCISE 196 — MAKE NEGATIVE SENTENCES. USE THE PRESENT TENSE!

Example: *Lady Beryl goes to see Brian.* ⇨ *Lady Beryl doesn't go to see Brian.*

Gr 29

1. The cook is at home in bed. (!) *The cook isn't at home in bed.*
2. She likes short fat men. *She doesn't like short fat men.*
3. She wants robbers in her kitchen. *She doesn't want robbers in her kitchen.*
4. She speaks in a friendly way. *She doesn't speak in a friendly way.*
5. She asks Mr Cleverbrain to go. *She doesn't ask Mr Cleverbrain to go.*
6. The two tourists open the window. *The two tourists don't open the window.*
7. They see all the ghosts. *They don't see all the ghosts.*
8. They shake hands with the guards. *They don't shake hands with the guards.*

EXERCISE 197 — USE THE CORRECT FORM OF THE PRESENT TENSE IN THESE SENTENCES!

In each pair of sentences, use the same verb — once with the *-s*-ending, once without.

Setze in die Satzpaare jeweils das gleiche Verb ein — einmal mit der *-s*-Endung und einmal ohne sie.

jump put take go

Gr 28

1. The cook *takes* Mr Cleverbrain in her big hands.
I *take* out my phone when I want to text my friends.
2. The butcher and his wife *jump* out of the window.
Brian *jumps* up and down under the white sheet.
3. Mrs Candymouth *puts* a lollipop in her mouth.
The two guards *put* chocolates in their mouths.
4. All the people *go* up to the castle.
Lady Emily *goes* into Brian's room.

THE FINAL CHAPTERS: 10, 11 & 12

EXERCISE 198 — A, AN OR SOME? WHICH DO WE NEED? (PAGES 30–33)

Write out these words with a, an or some, as needed.

- 1. door / open door a door / an open door
- 2. tall man / men a tall man / some men
- 3. bag of money / money a bag of money / some money
- 4. old picture / pictures an old picture / some pictures
- 5. wonderful day / awful day a wonderful day / an awful day
- 6. friends / English friends some friends / some English friends
- 7. interesting story / interesting stories an interesting story / some interesting stories
- 8. expensive ring / gold ring an expensive ring / a gold ring

Gr 5

EXERCISE 199 — WHERE DO WE NEED AN APOSTROPHE?

Schreibe die Wortgruppen auf und ergänze die unterstrichenen Wörter mit Apostrophen wenn nötig!

Beispiele: Dads phone ⇒ Dad's phone all the kids ⇒ all the kids He doesnt care ⇒ He doesn't care

- 1. Emilys mother Emily's mother
- 2. she didnt come she didn't come
- 3. Brians bed Brian's bed
- 4. the land of ghosts the land of ghosts
- 5. This isnt funny. This isn't funny.
- 6. Youre my friend. You're my friend.
- 7. He lives in a castle. He lives in a castle.
- 8. Im not a ghost. I'm not a ghost.
- 9. I cant stop laughing. I can't stop laughing.
- 10. Thanks. Thanks.
- 11. This isnt good for me. This isn't good for me.
- 12. my arms and legs my arms and legs
- 13. two eyes and two ears two eyes and two ears
- 14. He doesnt like us. He doesn't like us.
- 15. He loves his teddy. He loves his teddy.
- 16. Wheres the ghost? Where's the ghost?

Gr 40

EXERCISE 200 — WRITE OUT COMPLETE SENTENCES ADDING THE CORRECT QUESTION WORDS.

Achtung! Hier bitte **keine Antworten auf die Fragen** hinschreiben, sondern **die Fragen selber vervollständigen!**

what what what where where where who who

- 1. did Lady Beryl say? What did Lady Beryl say?
- 2. was open, to let in the air? What was open, to let in the air?
- 3. was tall, with a long nose? Who was tall, with a long nose?
- 4. did the men have a bag of gold? Where did the men have a bag of gold?
- 5. were the men standing now? Where were the men standing now?
- 6. came happily into the Great Hall? Who came happily into the Great Hall?
- 7. did Brian and Julie see on the floor? What did Brian and Julie see on the floor?
- 8. are all the pictures? Where are all the pictures?

Gr 40

EXERCISE 201 — WRITE THE CORRECT FORMS OF THE PAST TENSE.

Examples: *I looked (ich schaute) ⇨ did I look? (schaute ich?) ⇨ I didn't look (ich schaute nicht)*
you looked (du schautest) ⇨ did you look? (schauest du?) ⇨ you didn't look (du schautest nicht)
he looked (er schaute) ⇨ did he look? (schaute er?) ⇨ he didn't look (er schaute nicht)
she looked (sie schaute) ⇨ did she look? (schaute sie?) ⇨ she didn't look (sie schaute nicht)
it looked (es schaute) ⇨ did it look? (schaute es?) ⇨ it didn't look (es schaute nicht)
we looked (wir schauten) ⇨ did we look? (schauten wir?) ⇨ we didn't look (wir schauten nicht)
you looked (ihr schautet) ⇨ did you look? (schautet ihr?) ⇨ you didn't look (ihr schautet nicht)
they looked (sie schauten) ⇨ did they look? (schauten sie?) ⇨ they didn't look (sie schauten nicht)

1. wollen want	a) du wolltest ...you wanted.....	b) wolltest du? ...did you want?.....	c) du wolltest nicht ...you didn't want.....
2. fragen ask	a) er fragte ...he asked.....	b) fragte er? ...did he ask?.....	c) er fragte nicht ...he didn't ask.....
3. arbeiten work	a) wir arbeiteten ...we worked.....	b) arbeiteten wir? ...did we work?.....	c) wir arbeiteten nicht ...we didn't work.....
4. schreien shout	a) sie schrie ...she shouted.....	b) schrie sie? ...did she shout?.....	c) sie schrie nicht ...she didn't shout.....
5. lächeln smile	a) ich lächelte ...I smiled.....	b) lächelte sie? ...did she smile?.....	c) er lächelte nicht ...he didn't smile.....
6. kichern giggle	a) er kicherte ...he giggled.....	b) kichertest du? ...did you giggle?.....	c) ich kicherte nicht ...I didn't giggle.....
7. mögen like	a) du mochtest ...you liked.....	b) mochten sie? ...did they like?.....	c) sie mochte nicht ...she didn't like.....
8. wohnen live	a) sie wohnte ...she lived.....	b) wohntest du? ...did you live?.....	c) sie wohnten nicht ...they didn't live.....
9. öffnen open	a) wir öffneten ...we opened.....	b) öffneten sie? ...did she open?.....	c) ich öffnete nicht ...I didn't open.....
10. reden talk	a) sie redete ...she talked.....	b) redeten sie? ...did they talk?.....	c) er redete nicht ...he didn't talk.....
11. zuhören listen	a) er hörte zu ...he listened.....	b) hörte ich zu? ...did I listen?.....	c) wir hörten nicht zu ...we didn't listen.....
12. lachen laugh	a) sie lachten ...they laughed.....	b) lachte er? ...did he laugh?.....	c) du lachtest nicht ...you didn't laugh.....

Gr
31

Gr
32

EXERCISE 202 — WRITE THE CORRECT FORMS OF THE PAST TENSE.

Examples: *I sang (ich sang)* ⇒ *did I sing? (sang ich?)* ⇒ *I didn't sing (ich sang nicht)*
you sang (du sangst) ⇒ *did you sing? (sangst du?)* ⇒ *you didn't sing (du sangst nicht)*
he sang (er sang) ⇒ *did he sing? (sang er?)* ⇒ *he didn't sing (er sang nicht)*
she sang (sie sang) ⇒ *did she sing? (sang sie?)* ⇒ *she didn't sing (sie sang nicht)*
it sang (es sang) ⇒ *did it sing? (sang es?)* ⇒ *it didn't sing (es sang nicht)*
we sang (wir sangen) ⇒ *did we sing? (sangen wir?)* ⇒ *we didn't sing (wir sangen nicht)*
you sang (ihr sanget) ⇒ *did you sing? (sanget ihr?)* ⇒ *you didn't sing (ihr sanget nicht)*
they sang (sie sangen) ⇒ *did they sing? (sangen sie?)* ⇒ *they didn't sing (sie sangen nicht)*

1. beginnen begin	a) du begannst <u>you began</u>	b) begannst du? <u>did you begin?</u>	c) du begannst nicht <u>you didn't begin</u>
2. sehen see	a) er sah <u>he saw</u>	b) sah er? <u>did he see?</u>	c) er sah nicht <u>he didn't see</u>
3. nehmen take	a) wir nahmen <u>we took</u>	b) nahmen wir? <u>did we take?</u>	c) wir nahmen nicht <u>we didn't take</u>
4. sagen say	a) sie sagte <u>she said</u>	b) sagte sie? <u>did she say?</u>	c) sie sagte nicht <u>she didn't say</u>
5. kommen come	a) ich kam <u>I came</u>	b) kam sie? <u>did she come?</u>	c) er kam nicht <u>he didn't come</u>
6. gehen go	a) er ging <u>he went</u>	b) ging ich? <u>did I go?</u>	c) du gingst nicht <u>you didn't go</u>
7. geben give	a) du gabst <u>you gave</u>	b) gaben sie? <u>did they give?</u>	c) sie gab nicht <u>she didn't give</u>
8. gucken look	a) sie guckte <u>she looked</u>	b) guckte es? <u>did it look?</u>	c) sie guckten nicht <u>they didn't look</u>
9. sitzen sit	a) wir saßen <u>we sat</u>	b) saß sie? <u>did she sit?</u>	c) ich saß nicht <u>I didn't sit</u>
10. trinken drink	a) sie trank <u>she drank</u>	b) tranken sie? <u>did they drink?</u>	c) er trank nicht <u>he didn't drink</u>
11. halten hold	a) er stellte <u>he held</u>	b) stellte ich? <u>did I hold?</u>	c) wir stellten nicht <u>we didn't hold</u>
12. bringen bring	a) sie brachten <u>they brought</u>	b) er brachte <u>did he bring?</u>	c) du brachtest nicht <u>you didn't bring</u>

Gr
31

Gr
32

EXERCISE 203 — WRITE THE CORRECT FORMS OF THE PRESENT TENSE.

Examples: *I come (ich komme)* ⇒ *do I come? (komme ich?)* ⇒ *I don't come (ich komme nicht)*
you come (du kommst) ⇒ *do you come? (kommst du?)* ⇒ *you don't come (du kommst nicht)*
he comes (er kommt) ⇒ *does he come? (kommt er?)* ⇒ *he doesn't come (er kommt nicht)*
she comes (sie kommt) ⇒ *does she come? (kommt sie?)* ⇒ *she doesn't come (sie kommt nicht)*
it comes (es kommt) ⇒ *does it come? (kommt es?)* ⇒ *it doesn't come (es kommt nicht)*
we come (wir kommen) ⇒ *do we come? (kommen wir?)* ⇒ *we don't come (wir kommen nicht)*
you come (ihr kommt) ⇒ *do you come? (kommt ihr?)* ⇒ *you don't come (ihr kommt nicht)*
they come (sie kommen) ⇒ *do they come? (kommen sie?)* ⇒ *they don't come (sie kommen nicht)*

t			
1. denken think	a) du denkst ...you think.....	b) denkst du? ...do you think?.....	c) du denkst nicht ...you don't think.....
2. hören hear	a) er hört ...he hears.....	b) hört er? ...does he hear?.....	c) er hört nicht ...he doesn't hear.....
3. essen eat	a) wir essen ...we eat.....	b) essen wir? ...do we eat?.....	c) wir essen nicht ...we don't eat.....
4. trinken drink	a) sie trinkt ...she drinks.....	b) trinkt sie? ...does she drink?.....	c) sie trinkt nicht ...she doesn't drink.....
5. aufhören stop	a) ich höre auf ...I stop.....	b) hört sie auf? ...does she stop?.....	c) er hört nicht auf ...he doesn't stop.....
6. fühlen feel	a) er fühlt ...he feels.....	b) fühlst du? ...do you feel?.....	c) ich fühle nicht ...I don't feel.....
7. kennen/wissen know	a) du kennst ...you know.....	b) kennen sie? ...do they know?.....	c) sie kennt nicht ...she doesn't know.....
8. machen make	a) sie macht ...she makes.....	b) macht es? ...does it make?.....	c) sie machen nicht ...they don't make.....
9. schlafen sleep	a) wir schlafen ...we sleep.....	b) schläft sie? ...does she sleep?.....	c) ich schlafe nicht ...I don't sleep.....
10. lachen laugh	a) sie lacht ...she laughs.....	b) lachen sie? ...do they laugh?.....	c) er lacht nicht ...he doesn't laugh.....
11. laufen/rennen run	a) er läuft ...he runs.....	b) laufe ich? ...do I run?.....	c) wir laufen nicht ...we don't run.....
12. verstehen understand	a) sie verstehen ...they understand.....	b) er versteht ...does he understand?.....	c) du verstehst nicht ...you don't understand.....

Gr
28

Gr
29

EXERCISE 204 — MEDIATION. IN ENGLISH, PLEASE! (PAGES 30–33)

The answers are all in the text. Look carefully, and think which words you must leave out!

1. Leise kamen zwei Männer herein. Quietly, two men came in. (... came in quietly.)
2. Langsam gingen sie in den Saal hinein. Slowly they went into the Hall (hall).
3. Jetzt standen sie vor den Porträts. Now they were standing in front of the portraits.
4. Auf der Straße hielten sie an. In the street they stopped. (They stopped in the street.)
5. Jetzt kam Julie hereingelaufen. Now Julie came running in.
6. Was ist das da drüben? What's (what is) that over there?
7. Sieh mal, was wir gefunden haben. Look what we've (we have) found.
8. Die Damen schauen uns zu! The ladies are watching us!

EXERCISE 205 — WRITE COMPLETE SENTENCES WITH AM, IS, ARE AND WAS OR WERE.

You can use both Present and Past in each sentence where this seems sensible! What is the difference in meaning?

1. All four ladies in their portraits. All four ladies are/were in their portraits.
2. Brian not frightened. Brian is/was not frightened.
3. That the end of the ghosts' work. That is/was the end of the ghosts' work.
4. Julie and Brian free now. Brian and Julie are/were free now.
5. It the day after the wedding. It is/was the day after the wedding.
6. There bags of gold in their hands. There are/were bags of gold in their hands.
7. "I so happy," said Mrs Happydale. "I am so happy," said Mrs Happydale.
8. Julie very happy too. Julie is/was very happy too.

Gr
17

Gr
19

EXERCISE 206 — WRITE YOUR OWN SENTENCES ABOUT THE END OF THE STORY. (PAGES 30–33)

Lady Emily—Lady Beryl—Smarthead & Cleverbrain—the bags of gold—Brian—Julie—Mr McPhantom

1. For example: Lady Emily went back into her portrait.
.....
Lady Beryl said, "The curse has ended!"
.....
2. Smarthead and Cleverbrain came into the castle.
.....
They each had a bag of gold (with them).
.....
3. They ran away when the ghosts moved.
.....
They were very frightened.
.....
4. All their money (gold) was in the castle / on the floor of the castle.
.....
Julie and Brian found the money.
.....
5. Mr McPhantom said, "Think what you want to do with it / what to do with it."
.....

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“Uuuuuuhhh, Brian! Follow me to the land of ghosts!”

*Why are the people of Ghostmoor village so shocked
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What is the dark secret of Ghostmoor Castle?

Why does Mr Smarthead forget his gold in the Great Hall of the castle?

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