


**Grammar**



**1 Circle the correct word(s) in each sentence.**


- 1 Mum doesn't like *works* / *working* out.
- 2 You must *be* / *to be* fit to run every day.
- 3 I like *going* / *go* to the fitness centre.
- 4 You *not* / *mustn't* try to do too much too soon.
- 5 You *must to* / *must* work out three times a week to stay fit.
- 6 My friend doesn't like *doing* / *does* aerobics.
- 7 You must *to wear* / *wear* special sports shoes at the fitness centre.
- 8 My friend likes *watching* / *watches* sports more than she likes *do* / *doing* them.



**Vocabulary**


**2 Complete the text using -ing-forms.**



When I was a kid I liked <sup>1</sup> .....  to school.

I liked <sup>2</sup> ..... , I liked <sup>3</sup> .....  French,

and I liked <sup>4</sup> .....  pictures a lot. These days I'm a bit lazy. I don't like

<sup>5</sup> ..... , and I don't like <sup>6</sup> ..... 

to concerts. I like <sup>7</sup> .....  TV, I like

<sup>8</sup> .....  computer games and most of all ... I like doing nothing. 

**Dialogue**

**3 Complete the dialogue with the sentences in the box.**

That's my cousin Fred.  
Is that your grandpa?  
Are you sure it's Fred?  
Was all your family there?  
Yes, he's my father's brother.

**Nina** Can I have a look at the photos, Jane?

**Jane** Yes, sure. Here you are.

**Nina** They're lovely. <sup>1</sup> .....

**Jane** Yes, that's my grandfather. It was his birthday.

**Nina** There's a lot of people in the picture. <sup>2</sup> .....

**Jane** Yes, even my uncle from Australia.

**Nina** Oh, you've got an uncle in Australia?

**Jane** <sup>3</sup> ..... He went there twenty years ago.

**Nina** And who's that?

**Jane** <sup>4</sup> ..... He's Aunt Jenny's son.  
Do you remember her?

**Nina** Of course I do. I also remember Fred, but this guy looks really cool.

<sup>5</sup> .....

**Jane** (*laughs*) Of course, I am. And you're right. He looks pretty good now.

**Reading**

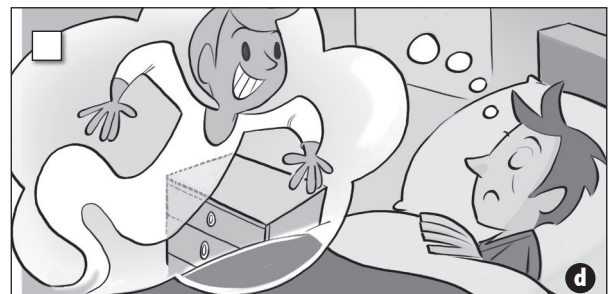
**1 Read the text. Then number the pictures in the correct order.**

I had a very strange dream last night. I dreamt I was a ghost. I was white like a ghost, but with my own face. And when I walked out of my bedroom (in my dream, I mean), I didn't use the door, I passed through the wall, just like ghosts do!

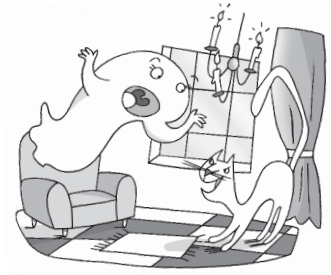
Then, in my dream, Mum wasn't in the living room or the kitchen, so I rattled my chains to wake her up. She soon came running – she wasn't a ghost and I told her not to be scared because it was me – her son! But she was still scared! Anyway, she told me to sit down and wait for breakfast, but I didn't sit down. I floated above the chair. Mum made me promise\* not to try to take off my head at the breakfast table – and when I put my hands on my head to try and lift it off\* (I was only joking!), she screamed.

But she didn't really scream – that noise was the sound of my mobile phone alarm! It woke me up. It was time to go down for breakfast. I got up and walked out of my bedroom through the door – no more passing through walls for me!

**VOCABULARY:** \*make somebody promise something – jemandem ein Versprechen abnehmen; lift something off – abheben/aufnehmen



**Grammar**










**2 Complete with the adverbs of the adjectives in brackets.**

Myrtle the ghost opened the door <sup>1</sup>..... (slow). Where were the ghost hunters? She listened <sup>2</sup>..... (careful). Everything was quiet. Too quiet? Myrtle floated <sup>3</sup>..... (quick) to the other side and looked out of the window. No ghost hunters. She laughed <sup>4</sup>..... (happy). Maybe they were scared of her. After all, she was a very scary ghost. “You’re doing your job really <sup>5</sup>..... (good).” She could hear the words of her father, the great Syltin the Scary, in her head. Suddenly there was a strange sound. Myrtle screamed <sup>6</sup>..... (loud). Were the ghost hunters back? No, it was only Tabs her cat. “Stop scaring me!” Myrtle shouted at the cat. Now the cat was scared and ran away very <sup>7</sup>..... (fast).

**Vocabulary**

**3 Write in the missing words and complete the sentences.**

Mum isn’t standing in front of the  **cooker** today. No, she isn’t. She’s in a  ..... in the garden. That means there won’t be any  ..... for our dinner today, but don’t worry. Dad’s out in the garden too, but he isn’t relaxing\*. He’s trying to fix\* the  ..... At the moment, he is looking in the  ..... He bought some  ..... and now he can’t find them. Anyway, I’m very busy at the moment. I’m trying to learn how to  ..... Mum should get out of the chair soon and into the kitchen – I might put one on her!

**VOCABULARY:** \*relax – entspannen; fix – reparieren

**Dialogue**

**4 Put the dialogue in the correct order.**

- A But I can’t teach you to take your head off until you know how to pass through walls.
- A Well, what do you want to learn, then?
- A Today I’m going to teach you how to put a spell on someone.
- 1 A Welcome to the school for ghosts and witches.
- B Oh, OK then. Can we learn how to pass through walls today, please?
- B I want to learn to take my head off!
- B Oh, that’s boring. I don’t like putting spells on people.
- B Hello! What are we going to learn today?

**Reading**

**1 Read. Then match the sentence halves.**

We all thought it was just another day at Polly’s School for Ghosts. But then something strange happened. At nine o’clock Morpheter, our teacher, passed through the wall into the classroom. “Young ghosts,” he said, “I need your help. The head teacher, Miss Polly, has got stuck in the wall at the front of the school. We must go and help her straightaway!” So we all followed our teacher out through the classroom wall and through a few more classrooms to the front of the school. And there was Miss Polly, completely stuck in the wall! Her face was red and she felt very silly. “Oh dear, I got the words for the passing-into-school-through-wall spell completely wrong,” she said. “Don’t worry,” said Morpheter, “the young ghosts and I can help you.” Then he told us what he wanted us to do. “Listen, young ghosts, when I say the word *elevantoriumdistra* you must all start to rattle your chains and scream like real ghosts. OK? Can you do that?” “Yes, we can!” we all shouted. We were very excited about it all, because we like rattling our chains and screaming! So Morpheter said the magic word and we all started to rattle and scream. What a noise! At the same time, Morpheter sprinkled some yellow dust\* on Miss Polly, and in under a minute she was through the wall and back inside the school. “Oh, thank you, young ghosts,” she said. “Thank you very much. You helped me. It’s a nice day, so you can all have the morning off, and go and float around outside.” We didn’t need to listen twice – off we all went. And we had a lovely morning floating.

- |                                     |   |
|-------------------------------------|---|
| 1 Morpheter passed through          | <input type="checkbox"/> followed Morpheter.                        |
| 2 The head teacher                  | <input type="checkbox"/> rattling their chains and screaming.       |
| 3 All the young ghosts              | <input type="checkbox"/> the young ghosts went and floated outside. |
| 4 Miss Polly had a red face         | <input type="checkbox"/> Morpheter sprinkled some dust.             |
| 5 Morpheter told the young ghosts   | <input type="checkbox"/> and she felt very silly.                   |
| 6 The young ghosts like             | <input type="checkbox"/> was stuck in a wall.                       |
| 7 The young ghosts made a noise and | <input checked="" type="checkbox"/> the classroom wall.             |
| 8 When Miss Polly was free,         | <input type="checkbox"/> what to do.                                |

**VOCABULARY**  
\*dust – Staub

**Vocabulary**

**2 Write the words and complete the puzzle.**

The crossword puzzle grid consists of the following cells:

- 1: 10 cells (down)
- 2: 5 cells (across)
- 3: 5 cells (across)
- 4: 5 cells (across)
- 5: 5 cells (across)
- 6: 5 cells (across)
- 7: 10 cells (across)
- 8: 5 cells (across)

**Grammar**

**3 Write in the correct adverb. Use the adjectives in the box to help you.**

fast      slow      happy      quiet      careful      angry      loud      good



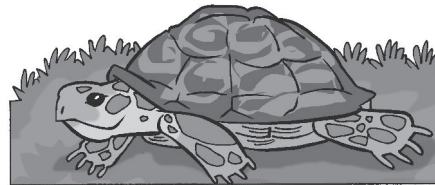
1 The children played  
..... happily .....



5 Daisy danced really .....  
at the school concert.



2 Jason played his drums very  
.....



6 Our tortoise walks .....  
round the garden every day.



3 Suzy sat and read her book  
.....



7 Please do your homework  
..... next time!



4 Gregory ran the race  
..... and won!



8 Mr Briggs shouted .....  
at the boys.

**Dialogue**

**4 Match the questions and answers. Make mini-dialogues.**

- |  |   |
|--|---|
| 1 Can ghosts walk through walls?           | <input type="checkbox"/> No, you can't. You must be a ghost to do that.       |
| 2 Do you like rattling your chains?        | <input type="checkbox"/> Very quietly.  |
| 3 Can I learn how to put spells on people? | <input type="checkbox"/> At ghost school, of course!                          |
| 4 How do ghosts move around the house?     | <input type="checkbox"/> Yes, I do. I like making a noise!                    |
| 5 Where do ghosts learn their spells?      | <input type="checkbox"/> I'm scared. You're rattling your chains very loudly! |
| 6 What's the matter?                       | <input checked="" type="checkbox"/> Yes, they can. And they can float.        |