

Little House on the Prairie

by Laura Ingalls Wilder

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Extra Materials for Teachers

by Peter Morris

(Version 1 – April 2014)

SOME IDEAS FOR WORKING WITH THE EXERCISES

An introduction to working with these exercises
(and with the reader in general) which both
new teachers and the more experienced may find useful.

ALL 105 EXERCISES FROM THE PRINT VERSION OF THE BOOK

Here are all 105 exercises from the printed book,
but formatted as individual A4 worksheets.
Ideas for using these worksheets are offered
in the introduction mentioned above.

All these worksheets may be printed out as needed.

Some ideas for working with the exercises for *Little House on the Prairie* – and a few extras

DIFFERENT TYPES OF EXERCISE

First, take a few minutes to look through the exercises and see how they're structured. There are ten to twelve types which repeat in each chapter, often with a slowly increasing degree of complexity. At the low end, this may only be that the verb form to be changed is always in *italics* at first, with the italics omitted later so the kids have to consider what they're supposed to be changing (this is not automatic for everyone!).

BUILDING SKILLS

If we want to build skills, rather than just practise a few sentences, we can try and teach the exercise **types**, for example:

'How do you do an Either / or exercise?'

- Choose one of the two answers on offer.
- Make sure you write the words correctly – they're there in the book (in the question, in fact), so there's no excuse for spelling "house" or "eight" wrongly.
- Where do you look to find the answers if you don't know them straight off? It tells you in the Exercise Heading, so you just have to look: **EXERCISE 29 – EITHER/OR (PAGES 10–11)**.

'How do you do the "question word" exercises?'

- The question word tells me what I'm looking for:
 - who ⇒ name
 - what ⇒ thing(s)
 - where ⇒ in/at/on etc. phrases, and so on ...
- and then you look for the key words of the question in the text.
So for "Where did Ma and Pa pile everything from the wagon?" in Exercise 27 (Chapter 3) you're looking for something like 'in/on/at etc.' with 'everything.' and 'piled'.
When you know this, you find the place on page 9, and the answer, 'on the ground' is right there. In this way, you can usually find all the answers even if you don't know some of the words (like 'pile'). And of course, all these words can be checked with the help of the *Vocabulary Page by Page*.

'What about the "Vocabulary" exercises?'

- These are a bit different. As usual, the exercise heading gives the page numbers, for example **PAGES 9–11**. Of course, pages 9–11 of the main text do have the words you need, but you probably won't find them quickly.
So here, you turn to the corresponding part of the *Vocabulary Page By Page* – in this case, the vocabulary for pages 9–11, which starts on page 58. For each question, you look for the words in italics in the middle column of the vocabulary. The answer you need is in the lefthand column.

WHY SHOULD THIS BE INTERESTING FOR THE KIDS?

All of this needs technique and thus practice – the payoff for the kids is *independence*.

You say: *Hier bei den Übungen weiß jeder einige Antworten einfach so. Aber was macht man bei den anderen Fragen? Soll man die Eltern fragen? Geschwister? Freunde anrufen? In der Pause abschreiben? Oder geht es, dass man selber die Antworten findet, auch ohne Genie zu sein?*
„Selbständig werden“ – that can be very attractive for young teenagers, particularly if you can show them it needs some work, but not an incredible amount.

STARTING WITH PARTIAL SENTENCES

I tend to start all the exercises with partial sentences, for example *“to drink from the creek”* and not *“The horses stopped to drink from the creek.”*

This may be anathema to some teachers, but it means you avoid, for the time being, the past tense problems (*Where did they stop? They stopped ...*) which in this exercise at least, you are not actually practising, and get the kids mobile right away. You can graduate to complete sentences later, and there are many, many exercises in the collection which practise just this. And it needs a LOT of practice!

ORAL WORK FIRST – AND ITS PROBLEMS

I like to do the exercises orally at first. All kids are different, but many of mine like to try and make notes or coded pencil marks of what they hear to tell them the right answer at home, so they can avoid actually thinking and trying to remember. I hate being a 'pencil policeman' and have found that a neat way to avoid the problem is a circle of chairs at the front. The kids leave their places and come to the front with only the copy of the exercise you give them. If there's not much room, you can have them sitting on the tables at the front, with you in the circle. (This can be awkward the first few times, but if you do it regularly, it gets much faster – and quieter!)

This way it's much easier to dispense with all writing implements, which means you can go through part or even all of the exercise in class (a big boost for the slower ones) and it's still a sensible homework assignment. Or they can do it straight off in class. Slightly more difficult, concentration and learningwise, is if you go through *two* different exercises at the front and then let them do both for you.

CIRCULATE THROUGH THE CLASS WHILE THEY'RE WORKING

While they are working you can go round, looking at their work, which helps you see where they're having difficulty.

For this to work well, you need a fairly concentrated work atmosphere, and this needs a few rules – you can say, for example, *No walking around or coming over to talk to me. But if you raise your hand I'll come over as soon as possible. No doing nothing, while you wait for me to arrive – you should go on with whatever next questions you can manage, or even a different exercise.*

SILENT SIGNALS?

If you like, you can have silent signals, like tapping a word in their work once, meaning perhaps, *“this is an easily avoidable mistake which you can correct if you look at the text again,”* or tapping it three times, which might mean, *“this is not a silly spelling mistake, but it's wrong. Why? Please think – try and find the answer, then wave and I'll come back over.”*

THE EXERCISE CAFETERIA

You can also do exercises more than once. For example, if you've practiced five different types and are in Chapter 2, you could announce the next lesson as an *'Exercise Cafeteria.'* You print up the sheets you need, the front row of desks is the *buffet*, and the kids come and choose their exercises. For each

type, they take the Chapter 1 exercise and the one from Chapter 2. Back to their places and write; when they're finished, they give you the pages and take the next exercises. This can go on for most of a lesson and is generally much enjoyed. Casting a fast glance over the pages you're given also gives you the chance to call some back, saying, 'Julian ...' and do your tapping signs. Patient repetition of this, I've found, can slowly help some of the kids to write (a little) more carefully.

MORE CONCENTRATION

Doing the things orally first, with no coded homework-help signs possible, and then written, can reduce the discussion time in class, which can often be unconcentrated and unfruitful, in favour of actually **doing** the work, concentrating on how to get the answer, and then maybe doing it again, some time later. "Developing *Selbständigkeit*" – put like this, the prospect of repetition doesn't irritate as it otherwise might. So, when you're in Chapter 3, you could say: *OK, next lesson, I want you to write me four exercises from Chapters 1 and 2 (or just Chapter 2). I choose 2, you choose two.* Or make a game of it: I choose 1, you choose 1 or 2, and 1 or 2 come from a big pot-luck pile of exercises lying face-down. The kids pick what they need, returning doubles they already have. And so on ...

EXTRA TASKS — NOT JUST FOR FASTER STUDENTS

If you have introduced the different types of exercises with your class, as recommended here, then the first choice for 'extra tasks' will be those exercises for the chapter being worked on which you haven't selected for the whole class. But you have other options, too:

- Give (or ask the student to choose) exercises not done by the class from previous chapters.
- You can ask for a repetition of exercises from earlier chapters in various stages of difficulty. The easiest form is just a written repeat; a little more difficult is a written repeat in class without referring to the work done earlier; still more difficult is an oral presentation to the class with *no notes*, only the book (or worksheet, unannotated) in front of the student.
- You aren't restricted to previous chapters only: some types of exercise can be done without having read the story. Consider vocabulary exercises, for example, or anything to do with changing tenses or forming questions, negatives and normal statements.
- If you have several students doing the extra work, then you can give it as a 'team task'. Here, each student might do three questions of each of four different exercises. This means the students are doing a wider range of tasks, but still only 10–15 questions, *plus* the presentation to the class is much more interesting, as the ball is passed from student to student. You can have student A do questions 1, 2 & 3 of each exercise, student B numbers 4, 5 & 6 and so on; *or* you can mix things up completely: student A does numbers 1, 4 & 7; student B numbers 2, 5 & 8; student C takes 3, 6, 9 & 10.
- When selecting exercises for extra work, you don't have to confine yourself to single chapters. You can select a *type* of exercise from various chapters, and do these in the same way – for example, *Past tense* exercises from the last three or four chapters, or *Question forming*. You can ask for complete exercises or just a selection of answers: perhaps 10–15 from three or four exercises. Common sense rules apply: they can choose which questions to answer, but if exactly the same verb-forms pop up repeatedly, this doesn't count!
- For most students, the 'Did you understand the chapter?' exercises are among the hardest. If you have some very confident students, ask them to prepare answers at home and then present them orally in class. Interview form: teacher or another student asks the questions, no notes allowed for the answers— *i.e. the answers must not be read out!*

- If you need to lead up to this stage more easily, then you can have students do this exercise in written form first, which you correct and give back. This is a solid basis for their 'interview preparation' beforehand. Or they can make notes for their answers beforehand, which you then check through with them, suggesting improvements. Or, (for shorter work with some moral support), let two friends prepare the same exercise – half each, alternating answers.
- To 'sugar the cake' somewhat, you can tell the kids that those prepared to do extra tasks now and again („freiwillige Zusatzaufgaben“) will have it mentioned in their end-of-year reports. This in my experience is something which impresses most parents ("My teenager... volunteering ...!"). The kids know this very well, but the offer is by no means a bribe, but a report on something well worth praising!

HOMEWORK

My five homework-blocks per week of *Sprachepoche* tended to be something like:

- learning vocabulary – counting two homework-blocks.
- one or two exercises, either from the reader or separate grammar exercises (which you can treat in a similar way to that described above).
- and one (or two) blocks practicing or learning something which is to be done in the lesson. This can also be a *Prairie* exercise or two:

A USEFUL VARIANT OF 'EXERCISES FOR HOMEWORK'

The variant here is that the kids don't write the exercise(s) at home, as per classic homework-method, but prepare the work at home and then do it in class, with or without the book as you like.

It's a little more of a 'test' atmosphere, as opposed to the 'workshop' atmosphere described above.

This lets you winnow out those who bring you perfect work which has in fact been done by someone else, and lets you see more quickly who can do what and who needs more help, attention, encouragement or prodding ...

EXTRAS – FOR EXAMPLE, READING PRACTICE

Any extras, like dictations (very occasionally ...) or reading practice, can be fitted in ad hoc. With reading practice, you need to stagger the assignments. If you tell the whole class to practice, even the slowest will see that you can't possibly check twenty kids in one, or even two lessons. So then some, or quite a few, will take a chance and not practice. So you say,

- Over the next three weeks, everyone is going to practice. And I'll listen to you reading – one or two per lesson.
- Choose a page (or twenty lines, or whatever) – it doesn't have to be from line 1 on, you can start anywhere.
- If you volunteer, you can choose your date (as far as possible). Otherwise, I'll choose and decide when you read. Who'd like to start the day after tomorrow?
- I'll be making notes on what I hear; anyone who wants can ask me what my notes about him were. (Asking what other people's notes were is of course not allowed.)
- My reactions will be on a one to one basis, though I may make a few exceptions with open praise if some people are particularly good ...

'Pace' – how fast should I go with the reader?

CONSIDER THE TIMETABLE

I don't know if you have '*Epochen*' (blocks of lessons, five per week, over two to three weeks, alternating with French, making five lessons/week over half the year) or the classic model of three lessons per week throughout the year. My school has the '*Sprachepochen*' – six per year of varying lengths – and I tended to do two chapters in the longer periods and one in the shorter – eight chapters in the whole of *Prairie*.

VARY THE PACE

It's a good idea to vary the pace a bit: doing everything in great detail makes for creeping pedantry, while skimming through everything will dilute interest after a time.

FOCUSSED WORK & MOVING FASTER

Pick out parts of the chapter that you want to focus on in more detail and go through the rest more quickly.

SOME CONCRETE SUGGESTIONS

With three lessons a week I would in general read twice, with the five *Epochen*-lessons three to four times, but here again you can vary: one lesson you can spend most of your lesson on the text, another time on the text and doing exercises. Yet again, you can read and do some oral work, but maybe only for ten to fifteen minutes.

SOME EXAMPLES OF VARIATION

You want a varied path in length of reading too: every lesson with the same structure and time divisions gets boring very quickly. On the other hand, total improvisation is just chaotic. So you could have various 'models', for example:

- a 'focus on reading' lesson, using some exercise questions just orally;
- the shorter reading and oral exercises;
- the written exercises (in class, as practice – see above).

TO SUM THINGS UP

There is no magic formula, but the principle is structured variation:

- of pace
- of concentration
- of detail, or focus
- of length of time

Little House On The Prairie

(Chapter 1 – Going West)

EXERCISE 1 – WHAT & WHERE (PAGES 4–5)

1. What did Pa and Ma and the others leave in the Big Woods?

.....

2. Where were they going?

.....

3. Where did they make camp almost every night?

.....

4. Where did they sometimes stay several days?

.....

5. What did they drive across on long bridges?

.....

6. What did they drive onto, to cross the Missouri River?

.....

7. Where did the wagon stick fast in deep mud?

.....

8. Where was there to build a camp and make a fire?

.....

9. What was damp and cold?

.....

10. What did they have to eat?

.....

Little House On The Prairie

(Chapter 1 – Going West)

EXERCISE 2 – MAKE NORMAL STATEMENTS (PAGES 4–5)

Example: *They didn't drive away from the house.* ⇒ *They drove away from the house.*

1. The horses *didn't travel* as far as they could.

.....

2. Pa and Ma *didn't make* camp every night.

.....

3. They *didn't see* strange woods and hills.

.....

4. Pa *didn't drive* onto a raft.

.....

5. The wagon *didn't stick* fast in mud.

.....

6. Pa *didn't find* a place where they could camp.

.....

7. They *didn't have* to wait a week.

.....

8. Pa *didn't talk* to the man on the pony.

.....

9. They *didn't go* off into the woods together.

.....

10. The two men *didn't come* back riding black ponies.

.....

Little House On The Prairie

(Chapter 1 – Going West)

EXERCISE 3 – EITHER / OR (PAGES 4–5)

1. When they came to the Missouri River, was there a long bridge, or was there no bridge?
.....
2. Did the wagon cross the Missouri on a raft or on a bridge?
.....
3. Did the wagon stick fast on the hills or in a valley?
.....
4. Did the rain stop next day or a week later?
.....
5. Did the tall man come over the creek or out of the woods?
.....
6. When he first came, was he riding a black pony or a brown horse?
.....
7. Who did the brown horses belong to at first – Pa or the tall man?
.....
8. Which animal is bigger – a horse or a mustang?
.....
9. Who gave the name 'Pet' – Laura or Mary?
.....
10. Who gave the name 'Patty' – Pa or Mary? (Be careful!)
.....

Little House On The Prairie

(Chapter 1 – Going West)

EXERCISE 4 – PUT INTO THE PAST TENSE (PAGES 5–6)

Example: Pa drives onto a raft. ⇒ Pa drove onto a raft.

1. In a valley, the wagon *sticks* fast in mud.
.....
2. Rain *pours* down.
.....
3. There *is* nowhere to make camp.
.....
4. They all *have* to stay in the wagon.
.....
5. Next day Pa *finds* a place to camp.
.....
6. While they *are* waiting, a man *comes* out of the woods. (Two verbs!)
.....
7. Pa *says* the little horses *are* western mustangs. (Two verbs!)
.....
8. Kansas *is* an endless flat land.
.....
9. All day they see nothing but the grass and the sky.
.....
10. Baby Carrie *sleeps* in the back of the wagon.
.....
11. Each night they *camp* in a different place.
.....

Little House On The Prairie

(Chapter 1 – Going West)

EXERCISE 5 – MAKE THESE STATEMENTS NEGATIVE (PAGES 5–6)

Example: *The Missouri had a bridge.* ⇒ *The Missouri didn't have a bridge.*

1. They *came* to the Missouri again.

.....

2. They *had* good weather.

.....

3. The rain *stopped* quickly.

.....

4. They *ate* warm food that night.

.....

5. They *waited* just one day.

.....

6. The water in the creek *went* down very fast.

.....

7. Pa *wanted* to keep the tired brown horses.

.....

8. The mustangs *were* brown.

(Be careful! What does 'were' do?)

.....

9. Kansas *was* a land full of hills.

(Be careful! What does 'was' do?)

.....

10. They *camped* in the same place every night.

.....

Little House On The Prairie

(Chapter 1 – Going West)

EXERCISE 6 – DOLMETSCHEN (PAGES 4–5)

Folgende Sätze sind alle im Text zu finden. Oft musst du aber ein paar Wörter weglassen!

1. Manchmal mussten sie an einem Lagerplatz bleiben.

.....

2. Ein Bach hatte Hochwasser, und sie konnten ihn nicht überqueren.

.....

3. Sie saßen alle im Wagen, während das Floß das(!) Wasser überquerte.

.....

4. In einem Tal blieb der Wagen fest in tiefem Schlamm stecken.

.....

5. Sie mussten in dem Wagen kaltes Essen zu sich nehmen.

.....

6. Während sie warteten, kam ein Mann auf einem Pony aus dem Wald heraus.

.....

7. Pa tauschte die braunen Pferde gegen die schwarzen Ponys aus.

.....

8. Kansas war ein endloses, mit Gras bedecktes Land.

.....

9. Tag für Tag sahen sie nichts außer dem Gras und dem Himmel.

.....

10. Jede Nacht schlugen sie ihr Lager an einem anderen Ort auf.

.....

Little House On The Prairie

(Chapter 1 – Going West)

EXERCISE 7 – MAKE THESE SENTENCES INTO QUESTIONS (PAGES 5–6)

Example: *The wagon stuck fast in mud.* ⇒ *Did the wagon stick fast in mud?*

1. Pa *found* a place to camp next day.

.....

2. They *waited* a week for the creek to go down.

.....

3. A tall man *came* out of the woods one day.

.....

4. He *was* riding a black pony.

(Be careful! What does 'was' do?)

.....

5. Pa *traded* the tired brown horses for the black ponies.

.....

6. Laura and Mary *gave* names to the ponies.

.....

7. Kansas *was* covered with tall grass.

(Be careful! What does 'was' do?)

.....

8. They *saw* nothing but the grass, day after day.

.....

9. The wind *blew* Pa's beard.

.....

10. Baby Carrie *slept* in the back of the wagon.

.....

Little House On The Prairie

(Chapter 1 – Going West)

EXERCISE 8 – VOCABULARY (PAGES 4–6)

To find the answers here, turn to the 'Vocabulary Page by Page' section, looking in the middle column. You can use this as your dictionary!

1. What do we call *lots of trees, all together*?

.....

2. What is the opposite of *always*?

.....

3. What is a word which means the same as *nearly*?

.....

4. What is a word which means *to go to another country or place*?

.....

5. What is a word meaning *from time to time; not always*?

.....

6. The Amazon is a very long

.....

7. Apples grow on a

.....

8. What is a word meaning *soft wet earth*?

.....

9. What is the opposite of *nothing*?

.....

10. What is the opposite of *the same*?

.....

Little House On The Prairie

(Chapter 1 – Going West)

EXERCISE 9 – MAKE SENTENCES (PAGES 4–6)

Make up at least one sentence for each of the following words or expressions. You can stay close to the text or invent your own: not too long, but also not too short. The sentences can be as serious or amusing as you like, but not embarrassing!

1. Almost every day ...

.....

2. Sometimes they had to ...

.....

3. ... while ...

.....

4. In a valley ...

.....

5. Everything was ...

.....

6. While they were waiting, ...

.....

7. Both the men ...

.....

8. ... covered with ...

.....

9. Day after day ...

.....

10. Every night ...

.....

Little House On The Prairie

(Chapter 1 – Going West)

EXERCISE 10 – WORD-ORDER (PAGES 4–6)

Put the word or expression in italics into the sentence given. If it could go in several places, then show all the correct positions you can find.

1. The horses traveled as far as they could. *(every night)*
.....
2. They made camp in a new place. *(every night)*
.....
3. They had to stay in one camp. *(sometimes)*
.....
4. The raft crossed the yellow water. *(slowly)*
.....
5. Pa found a place to camp. *(next day)*
.....
6. They had to wait a week. *(still)*
.....
7. They had come all the way from Wisconsin. *(in the covered wagon)*
.....
8. They traveled in Kansas. *(day after day)*
.....
9. Baby Carrie slept. *(in the back of the wagon)*
.....
10. The journey seemed to end. *(never)*
.....

Little House On The Prairie

(Chapter 1 – Going West)

EXERCISE 11 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 4–6)

1. Why did Pa and Ma and the girls leave Wisconsin?

.....

2. Why did they sometimes stay several days in one camp?

.....

3. Why did the Missouri River have no bridge?

.....

4. The picture on pages 4–5 shows a rope which is not mentioned in the text.
Can you explain how the river crossing worked?

.....

5. Why did they have to eat cold food, the first night in the valley?

.....

6. How was Kansas different from the places they had been up to now?

.....

EXTRA QUESTION FOR QUICK THINKERS

7. Pa's brown horses were bigger and stronger than the mustangs.
Why do you think he wanted to trade them?

.....

Little House On The Prairie

(Chapter 2 – Crossing The Creek)

EXERCISE 14 – WHAT & WHERE (PAGE 7)

1. What did the horses stop to do?

.....

2. What sound filled the air?

.....

3. Pa said three things about the creek. What were they?

.....

4. What did Pa tie to the wagon-box?

.....

5. What did he pull at the back, so that only a tiny hole was left?

.....

6. Where did Mary sit?

.....

7. Where did Pa climb to?

.....

8. Where may the horses have to swim?

.....

9. Where did the wagon go forward softly?

.....

10. What began to splash against the wheels?

.....

Little House On The Prairie

(Chapter 2 – Crossing The Creek)

EXERCISE 15 – MAKE NORMAL STATEMENTS (PAGES 7–8)

Example: *Pet and Patty didn't stop to drink.* ⇨ *Pet and Patty stopped to drink.*

1. Pa *didn't climb* down from the wagon.

.....

2. He *didn't tie* the cover to the wagon-box.

.....

3. He *didn't pull* the rope at the back.

.....

4. Mary *didn't sit* on the bed.

.....

5. She *wasn't* afraid of fords.

(Be careful! What does 'was' do?)

.....

6. Laura *didn't like* the splashing.

.....

7. Pa *didn't say*, "We'll make it all right."

.....

8. The wagon *didn't go* forward.

.....

9. Water *didn't begin* to splash.

.....

10. The wagon *didn't shake*.

.....

Little House On The Prairie

(Chapter 2 – Crossing The Creek)

EXERCISE 16 – EITHER / OR (PAGES 7-8)

1. Who drank from the creek – Pa or the horses?
.....
2. Where did Pa pull the rope – at the front or at the back of the wagon?
.....
3. Who was afraid of fords – Mary or Laura?
.....
4. Who may have to swim in the middle of the creek – the family
or the horses?
.....
5. Who pulled a blanket over the girls' heads – Ma or Pa?
.....
6. Who was trembling and still – Mary or Laura?
.....
7. What frightened Laura – Pa's voice or the sudden heavy splash?
.....
8. What was the sudden heavy splash – water striking at the wagon or
Pa jumping into the creek?
.....
9. Who was holding the reins now – Ma or Pa?
.....
10. How many heads could Laura see in the water now – two or three?
.....

Little House On The Prairie

(Chapter 2 – Crossing The Creek)

EXERCISE 17 – PUT INTO THE PAST TENSE (PAGES 7–8)

Example: *Mary sits on the bed.* ⇒ *Mary sat on the bed.*

1. The wagon *goes* forward softly.
.....
2. All at once the wagon *lifts* and *balances* and *sways*. *(Three verbs!)*
.....
3. It *is* a lovely feeling.
.....
4. Ma *says* sharply, "Lie down!"
.....
5. The girls *do* as they *are* told. *(Two verbs!)*
.....
6. But Laura *wants* to see what *is* happening. *(Two verbs!)*
.....
7. She *can* feel the wagon turning.
.....
8. She *sits* up and *pulls* the blanket from her head. *(Two verbs!)*
.....
9. Mary *hides* her face in the blanket.
.....
10. But Laura *stands* up in the wagon.
.....

Little House On The Prairie

(Chapter 2 – Crossing The Creek)

EXERCISE 18 – MAKE THESE STATEMENTS NEGATIVE (PAGES 7–8)

Example: *Ma said, "Take the reins, Laura!"* ⇒ *Ma didn't say, "Take the reins, Laura!"*

1. Mary and Laura *talked* to each other.
.....
2. Mary *liked* fords.
.....
3. Laura *was* afraid of noisy water. *(Be careful! What does 'was' do?)*
.....
4. Ma *jumped* into the creek.
.....
5. Pa *stayed* on the wagon seat.
.....
6. Mary *wanted* to see what was happening.
.....
7. Laura *hid* her face.
.....
8. Mary *stood* up.
.....
9. Laura *could* see the banks of the creek. *(Be careful! What does 'could' do?)*
.....
10. Pa *was* holding tight to the wagon. *(Be careful!)*
.....

Little House On The Prairie

(Chapter 2 – Crossing The Creek)

EXERCISE 19 – DOLMETSCHEN (PAGES 7–9)

Folgende Sätze sind alle im Text zu finden. Oft musst du aber ein paar Wörter weglassen!

1. Dieser Fluss ist ziemlich hoch. Aber man sieht schon, dass hier eine Furt ist.
.....
2. Mary saß auf dem Bett. Sie hatte Angst vor dem Wasser.
.....
3. Die Pferde müssen *vielleicht in der Mitte schwimmen. (* = ... may ...)
.....
4. Mary zitterte, aber Laura wollte sehen, was los war.
.....
5. Dann machte Pas Stimme Laura Angst.
.....
6. Laura zog sich die Decke vom Kopf. Pa war weg.
.....
7. Sie stand auf. Sie konnte nichts als Wasser sehen.
.....
8. In dem Wasser hielt Pas Faust Pets Zaumzeug fest.
.....
9. Pa sprach zu den Pferden, aber Laura konnte nicht hören, was er sagte.
.....
10. Dann schlugen die Vorderräder *auf dem Grund auf. (* see line 11!)
.....

Little House On The Prairie

(Chapter 2 – Crossing The Creek)

EXERCISE 20 – MAKE THESE SENTENCES INTO QUESTIONS (PAGES 8–9)

Example: *The wagon lifted.* ⇒ *Did the wagon lift?*
Laura sat up. ⇒ *Did Laura sit up?*

1. Pa's voice *frightened* Laura.

.....

2. She *pulled* the blanket from her head.

.....

3. Pa *was* gone. *(Be careful! What does 'was' do?)*

.....

4. Ma *sat* alone on the wagon seat.

.....

5. Laura *could* see three heads in the water. *(Be careful! What does 'could' do?)*

.....

6. She *lay* down.

.....

7. She *felt* cold and sick.

.....

8. Her eyes *were* shut. *(Be careful!)*

.....

9. The wagon wheels *struck* the ground.

.....

10. Laura *saw* the horses climbing the bank.

.....

Little House On The Prairie

(Chapter 2 – Crossing The Creek)

EXERCISE 21 – VOCABULARY (PAGES 7–9)

To find the answers here, turn to the 'Vocabulary Page by Page' section, looking in the middle column. You can use this as your dictionary!

1. What do Americans call a *small river*?

.....

2. What is a word meaning a *shallow place for crossing a river*?

.....

3. A wagon has fours.

.....

4. What is the opposite of *quiet*?

.....

5. What is the opposite of *to push*?

.....

6. With the the rider tells the horse which way to go.

.....

7. What is the opposite of *dry*?

.....

8. What is another way of saying *to be frightened*?

.....

9. What is the opposite of *with*?

.....

10. What is the opposite of *bottom*?

.....

Little House On The Prairie

(Chapter 2 – Crossing The Creek)

EXERCISE 22 – MAKE SENTENCES (PAGES 7–9)

Make up at least one sentence for each of the following words or expressions. You can stay close to the text or invent your own: not too long, but also not too short. The sentences can be as serious or amusing as you like, but not embarrassing!

1. The horses ...

.....

2. Pa ...

.....

3. Mary ...

.....

4. Laura ...

.....

5. All at once ...

.....

6. Ma ...

.....

7. Then Pa ...

.....

8. Laura could see ...

.....

9. She ...

.....

10. Then the wagon ...

.....

Little House On The Prairie

(Chapter 2 – Crossing The Creek)

EXERCISE 23 – WORD-ORDER (PAGES 7–9)

Put the word or expression in italics into the sentence given. If it could go in several places, then show all the correct positions you can find.

1. Pa tied the cover to the wagon-box. *(firmly)*
.....
2. The wagon went forward in mud. *(slowly)*
.....
3. The wagon lifted and swayed. *(all at once)*
.....
4. The splashing was noisy. *(again)*
.....
5. Ma sat alone. *(holding the reins)*
.....
6. Pa's fist was holding Pet's bridle. *(in the water)*
.....
7. Laura could hear Pa's voice. *(through the rushing water)*
.....
8. She shut her eyes. *(quickly)*
.....
9. But she could see Pa in the water. *(still)*
.....
10. The wagon was out of the creek. *(suddenly)*
.....

Little House On The Prairie

(Chapter 2 – Crossing The Creek)

EXERCISE 24 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 7–8)

1. Pa says, "You can see *this is a ford*." How do you think he knew this?
.....
2. Why does Pa tie down the wagon-cover and pull the rope at the back?
.....
3. "Then the wagon lifted ..." (8,2). What has happened to the wagon?
.....
4. "It was a lovely feeling" (8,3). Whose feeling is this?
.....
5. "Ma said, sharply, 'Lie down, girls!' " Why does she say this "sharply"?
.....
6. How do you think Ma feels at this moment?
.....
7. Why does she feel like this?
.....
8. What is the "sudden heavy splash" (8,11) ?
.....
9. Why does Pa do this?
.....
10. Look at page 7, lines 9–10, page 8, lines 8–9 and page 8, lines 13–14.
Can you say something about the differences between Mary and Laura?
.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 27 – WHAT, WHEN & WHERE (PAGES 9–10)

1. When did the wagon stop?

.....

2. Where did Ma and Pa pile everything from the wagon?

.....

3. What did they put over the pile?

.....

4. What did Pa take on the skeleton wagon?

.....

5. What were the two piles of logs for?

.....

6. Where did Pa pace off the size of the house?

.....

7. What did Pa roll into the little hollows?

.....

8. What were these logs called?

.....

9. Where did Pa cut the notches with his axe?

.....

10. When did Pa begin the walls

.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 28 – MAKE NORMAL STATEMENTS (PAGES 9–10)

Example: They didn't take off the wagon-cover. ⇔ Pa took off the wagon-cover.

1. The wagon didn't stop before noon.
.....
2. They didn't pile everything on the ground.
.....
3. Laura and Mary didn't watch them.
.....
4. Pa didn't drive down into the prairie.
.....
5. He didn't make two piles of logs.
.....
6. He didn't dig a hollow on two sides of the space.
.....
7. He didn't roll two more logs onto the sills.
.....
8. The notches on these logs didn't fit down over the sills.
.....
9. The foundation wasn't one log high. *(Be careful!)*
.....
10. Pa didn't begin the walls next day.
.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 29 – EITHER / OR (PAGES 10–11)

1. Were the two piles of logs for the house and the stable, or both for the house?
.....
2. Did Pa begin the house first, or the stable?
.....
3. For the two little hollows, did Pa use his axe or his spade?
.....
4. Did he cut the notches in the logs with his axe or his spade?
.....
5. How high was the foundation of the house – one log or two?
.....
6. How many logs had Pa used to make the foundation – one, two, three or four?
.....
7. Did Pa begin the walls that afternoon, or next day?
.....
8. *"Now the whole house was two logs high."* How many logs had Pa used now – four, six, eight or ten?
.....
9. *"Now Ma helped him."* Did she lift the logs, or hold them?
.....
10. Did the big log fall on Ma or on Laura?
.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 30 – PUT INTO THE PAST TENSE (PAGES 11–12)

Example: Pa lifts a log onto the wall. ⇒ Pa lifted a log onto the wall.

1. Laura goes into the tall grass.
.....
2. Suddenly she hears Pa shout.
.....
3. Pa can't keep the log from falling. (Be careful!)
.....
4. Laura sees Ma huddled on the ground.
.....
5. Pa lifts the log and Ma pulls her foot out. (Two verbs!)
.....
6. She moves her arms and turns her head. (Two verbs!)
.....
7. Pa helps Ma to sit up.
.....
8. He takes off Ma's shoe.
.....
9. He feels her foot all over.
.....
10. Ma's face is grey. (Be careful!)
.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 31 – MAKE THESE STATEMENTS NEGATIVE (PAGES 12–13)

Example: Pa took cold water. ⇒ Pa didn't take cold water.

1. Ma put her hands into the water.

.....

2. Pa poured cold water in.

.....

3. Ma's foot turned yellow.

.....

4. She got supper very quickly.

.....

5. Pa wanted to build the house alone.

.....

6. The new neighbor was on this side of the creek. (Be careful!)

.....

7. Mr. Edwards came that afternoon.

.....

8. They needed a week to finish the walls.

.....

9. They finished the roof.

.....

10. Mr. Edwards could go home without supper. (Be careful!)

.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 32 – VOCABULARY (PAGES 9–11)

To find the answers here, turn to the 'Vocabulary Page by Page' section, looking in the middle column. You can use this as your dictionary!

1. When you cut down a tree and cut off the branches, you have a

.....

2. What do we call a *house for a horse*?

.....

3. What is a word which means *how big something is*?

.....

4. What is a word which means *the earth we walk on*?

.....

5. You can dig with a

.....

6. What is the opposite of *weak*?

.....

7. Mountains are The opposite is *low*.

.....

8. What do we call a *place where two walls etc. meet*?

.....

9. What is a word which means *to speak very loudly*?

.....

10. What is a word meaning *difficult to lift*? The opposite is *light*.

.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 33 – DOLMETSCHEN (PAGES 11–13)

Folgende Sätze sind alle im Text zu finden. Manchmal musst du aber ein paar Wörter weglassen oder hinzufügen!

1. Ma hielt den Baumstamm, während Pa das andere Ende anhob.

.....

2. Stamm für Stamm bauten Pa und Ma die Wände höher.

.....

3. "Gott sei Dank," sagte Pa. Er half Ma, sich aufzusetzen.

.....

4. Mas Fuß fing an, in dem heißen Wasser purpurrot zu werden.

.....

5. Das Abendessen machte sie wie immer, nur langsamer.

.....

6. Sie hatten einen Nachbarn und wollten sich gegenseitig bei der Arbeit helfen.

.....

7. Mr. Edwards war groß und schlank und trug eine Mütze aus Waschbärfell.

.....

8. Laura schaffte es nie, so weit zu spucken wie Mr. Edwards.

.....

9. Er war ein schneller Arbeiter und er sang, während er arbeitete.

.....

10. Ma hatte ein besonders gutes Abendessen für Mr. Edwards gekocht.

.....

11. Mr. Edwards legte sich auf den Boden, und Pa spielte für Mary und Laura.

.....

12. Er sang ihr allerliebstes Lied.

.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 34 – MAKE QUESTIONS (PAGES 13–14)

Example: *Mr. Edwards called Ma "Ma'am".* ⇒ *Did Mr. Edwards call Ma "Ma'am"?*

1. He *told* Laura he was from Tennessee.
.....
2. He *wore* tall boots and a coon-skin cap.
.....
3. He *was* a fast worker. *(Be careful!)*
.....
4. The two men *sang* while they worked.
.....
5. There *was* rabbit for supper. *(Be careful!)*
.....
6. Pa *brought* out his fiddle.
.....
7. He *played* for Mary and Laura first.
.....
8. Pa *went* on playing.
.....
9. Mr. Edwards *jumped* up.
.....
10. He *danced* like a jumping jack.
.....
11. He *took* his gun.
.....
12. He *said* good night.
.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 35 – MAKE SENTENCES (PAGES 9–11)

Make up at least one sentence for each of the following words or expressions. You can stay close to the text or invent your own: not too long, but also not too short. The sentences can be as serious or amusing as you like, but not embarrassing!

1. Pa and Ma ...

.....

2. ... the skeleton wagon ...

.....

3. ... piles ...

.....

4. ... with his spade ...

.....

5. ... with his axe ...

.....

6. Next day ...

.....

7. By himself, ...

.....

8. Then Ma ...

.....

9. That didn't matter, because ...

.....

10. Suddenly Laura ...

.....

11. The big, heavy log ...

.....

12. Laura saw ...

.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 36 – VOCABULARY (PAGES 12–14)

Find the answers in the middle column of the 'Vocabulary Page by Page' section!

1. What is another way of saying *to go on doing something*?
The opposite is *to stop doing something*.

.....

2. What is another way of saying "*With sugar, tea becomes sweet*"?

.....

3. What is a word meaning *the time of day between morning and evening*?

.....

4. What do we call *someone who lives nearby*?

.....

5. What is the opposite of *late*?

.....

6. What is a word which means *to do your best to do something*?

.....

7. What is the opposite of *thick* or *fat*?

.....

8. What is the opposite of *to start*?

.....

9. What is the opposite of *to go away*?

.....

10. makes everything sweet.

.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 37 – PUT INTO THE PRESENT TENSE (PAGES 13–14)

Example: *Mr. Edwards came to help Pa.* ⇒ *Mr. Edwards comes to help Pa.*

1. Mr. Edwards *was* lean and tall.
.....
2. He *called* Ma "Ma'am".
.....
3. Laura *could* never spit so well as Mr. Edwards.
.....
4. Pa and Mr. Edwards *sang* while they *worked*. (Two verbs!)
.....
5. Mr. Edwards *stayed* for supper.
.....
6. Then Pa *brought* out his fiddle.
.....
7. First he *played* for Mary and Laura.
.....
8. His voice *went* deep, deep down.
.....
9. Mr. Edwards *jumped* up and *danced* like a jumping jack. (Two verbs!)
.....
10. Then he *took* his gun and *said* good night. (Two verbs!)
.....

Little House On The Prairie

(Chapter 3 – The House on the Prairie)

EXERCISE 38 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 9–14)

1. Why did Pa take the wagon-box off the wagon?
.....
2. Why were the trees (*for logs!*) all down by the creek?
.....
3. Why does Pa dig the little hollows for the first logs, the "*sills*"?
.....
4. "*Pa would chink those cracks*" (11,3). Can you say what Pa will do here?
.....
5. Why does Pa tell Ma to move her arms and to turn her head (12,1–3)?
.....
6. Ma says that her foot doesn't hurt much. But Laura writes, "*Ma's face was grey*" (12,8). What does this tell us?
.....
7. What does Laura find most impressive (= *beeindruckend*) about Mr. Edwards?
.....
8. What is a skeleton roof?
.....
9. Why does Baby Carrie clap her little hands and laugh (14,3)?
.....
10. "*Play me down the road, Ingalls!*" (14, 5–6). What does Mr. Edwards mean?
.....

Little House On The Prairie

(Chapter 4 – Moving In)

EXERCISE 41 – WHAT & WHERE (PAGE 15)

1. What did Pa say to Ma in the morning?

.....

2. What must he build now?

.....

3. Where can Pet and Patty be then?

.....

4. What should the girls eat quickly?

(Their... – warum?)

.....

5. What are the family doing today?

.....

6. Where did Mary and Laura help carry things?

.....

7. Where was Pa now?

.....

8. What was he stretching over the skeleton roof?

.....

9. What blew wildly in the wind?

.....

10. What did Pa hold tight to with his legs?

(Think! And look at the picture ...)

.....

Little House On The Prairie

(Chapter 4 – Moving In)

EXERCISE 42 – MAKE NORMAL STATEMENTS (PAGE 15)

Example: Did Mr. Edwards say good night? ⇒ Mr. Edwards said good night.

1. Are the family moving into the house today? (Be careful!)
.....
2. Did Ma sweep the floor?
.....
3. Did the girls help her?
.....
4. Did they carry things into the house?
.....
5. Was Pa on top of the house? (Be careful!)
.....
6. Did he hold onto the canvas?
.....
7. Did he fight it in the wind?
.....
8. Did it jerk really hard?
.....
9. Did he hold tight to the wall with his legs?
.....
10. Did he tie the canvas down?
.....

Little House On The Prairie

(Chapter 4 – Moving In)

EXERCISE 43 – EITHER / OR (PAGES 15–16)

1. In the picture on page 15, is Pa sitting on the wall or on the roof?

.....

2. Is he putting the canvas onto the roof or taking it off?

.....

3. Was this job easy or difficult?

.....

4. What was the problem – that the walls were so high, or that the wind was so strong?

.....

5. Where did Pa come down – in the middle of the wall or at the corner?

.....

6. What did he use for a ladder – the ends of the logs or the wagon-box?

.....

7. What did Ma laugh at – the new roof or Pa's hair?

.....

8. Was there glass in the windows, or were they just open?

.....

9. Was the floor made of earth or wood?

.....

10. Was the fire in the house or still outside?

.....

Little House On The Prairie

(Chapter 4 – Moving In)

EXERCISE 44 – PUT INTO THE PAST TENSE (PAGES 15–16)

Example: *The walls are up.* ⇒ *The walls were up.*

1. Pa *must* build the stable. *(Careful! 'Must' has a special form for the past!)*
.....
2. The family *are* moving into the house.
.....
3. The girls *begin* to help Ma.
.....
4. They *carry* things inside.
.....
5. Pa *is* stretching canvas over the roof.
.....
6. It *jerks* hard in the wind.
.....
7. Pa *holds* onto the wall with his legs.
.....
8. He *comes* down the corner of the house.
.....
9. He *uses* the ends of the logs for a ladder.
.....
10. He *runs* his hand through his hair so that it *stands* up wildly. *(Two verbs!)*
.....

Little House On The Prairie

(Chapter 4 – Moving In)

EXERCISE 45 – MAKE THESE STATEMENTS NEGATIVE (PAGES 15–16)

Example: Pa had to *build the stable first*. ⇒ Pa didn't have to *build the stable first*.
The roof was *made of wood*. ⇒ The roof wasn't *made of wood*.

1. Pet and Patty *could* be inside the house. (Be careful!)
.....

2. Ma *swept* the ground outside the house.
.....

3. The girls *carried* things out.
.....

4. They *helped* Pa with the roof.
.....

5. It *was* easy for Pa to tie the canvas down.
.....

6. Pa *asked* Ma to help him.
.....

7. He *jumped* down from the roof.
.....

8. He *used* the wagon for a ladder.
.....

9. Ma *laughed* at the new roof.
.....

10. She *wanted* to sleep outside now.
.....

Little House On The Prairie

(Chapter 4 – Moving In)

EXERCISE 46 – DOLMETSCHEN (PAGES 15–16)

Folgende Sätze sind alle im Text zu finden. Manchmal musst du aber ein paar Wörter weglassen oder hinzufügen!

1. Wir können ohne einen Fußboden einziehen.
.....
2. Die Pferde müssen auch in einem Gebäude sein.
.....
3. Wir ziehen heute ins Haus ein.
.....
4. Pa war dabei, die Wagenplane über dem Dachstuhl auszubreiten.
.....
5. Er hielt sich mit den Beinen fest.
.....
6. *Langsam machte er sie fest. *(* = Adverb. Use the '-ly'-form!)*
.....
7. Sie schauten das Häuschen an.
.....
8. Ma sagte, "Ich werde heilfroh sein, da hineinzukommen."
.....
9. Es gab keine Fenster und *keinen Fußboden außer der Erde. *(* = Use 'there ...' again!)*
.....
10. Pas Gewehr lag auf den Pflöcken über der Türöffnung.
.....

Little House On The Prairie

(Chapter 4 – Moving In)

EXERCISE 47 – MAKE QUESTIONS (PAGES 15–16)

Example: *Baby Carrie sat in Ma's lap.* ⇒ *Did Baby Carrie sit in Ma's lap?*

1. Pa *came* down the corner of the house.

.....

2. He *ran* his hand through his hair.

.....

3. His hair *stood* up wildly.

.....

4. Ma *burst* out laughing.

.....

5. They *looked* at the house.

.....

6. There *was* no door.

.....

7. There *were* no windows.

.....

8. But they *could* move in.

(No 'but' in the question!)

.....

9. The camp fire *stayed* where it had been.

.....

10. Ma *wanted* a clothes-line next.

.....

Little House On The Prairie

(Chapter 4 – Moving In)

EXERCISE 48 – VOCABULARY (PAGES 15–16)

Find the answers in the 'Vocabulary Page by Page' section, looking in the middle column.

1. What is a word which means the *side of a house*?

.....

2. What do we call the *part of the room we walk on*?

.....

3. What is the opposite of *outside*?

.....

4. What is a word meaning *the first meal of the day*?

.....

5. What do we call the *part of the house over our heads*?

.....

6. Kids need fresh after an English lesson.

.....

7. We have twos, dogs have four.

.....

8. We this pot for cooking.

.....

9. We drove the tunnel.

.....

10. Stay here and the bus.

.....

Little House On The Prairie

(Chapter 4 – Moving In)

EXERCISE 49 – MAKE SENTENCES (PAGES 15–16)

Make up at least one sentence each here. You can stay close to the text or invent your own: not too long, but not too short. The sentences can be serious or amusing, but not embarrassing!

1. We'd better ...

.....

2. ... began to ...

.....

3. ... was on ...

.....

4. ... came down ...

.....

5. There was ...

.....

6. There were ...

.....

7. By dinner-time ...

.....

8. Only ...

.....

9. ... as soon as ...

.....

10. ... before winter came ...

.....

Little House On The Prairie

(Chapter 4 – Moving In)

EXERCISE 50 – PUT INTO THE PRESENT TENSE (PAGES 15–16)

Example: Pa played Laura's favorite song. ⇒ Pa plays Laura's favorite song.

1. On the roof, Pa *held* the canvas tight.
.....
2. He *tied* it down to the walls.
.....
3. Then he *came* down.
.....
4. Now they *could* live in the house. (Be careful!)
.....
5. There *were* no windows.
.....
6. But it *was* a pleasant house.
.....
7. Only the camp fire *stayed* where it *was*. (Two verbs!)
.....
8. Pa *planned* to make a solid roof before winter *came*. (Two verbs!)
.....
9. Ma *wanted* a clothes-line when that *was* all done. (Two verbs!)
.....
10. Pa *laughed* and *said*, "Yes." (Two verbs!)
.....

Little House On The Prairie

(Chapter 4 – Moving In)

EXERCISE 51 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 15–16)

1. Why does Pa want to move into the house without a floor?
.....
2. He says this "*in the morning*" (15,1). What tells us that it is early morning?
.....
3. "... *carry things into the house*" (15,7). What were some of the things?
.....
4. What does Pa use to make a roof quickly?
.....
5. How does he fasten this to the walls?
.....
6. Why is this work difficult?
.....
7. Why does Ma burst out laughing?
.....
8. Why will she be thankful to be in the house?
.....
9. Why must the camp fire stay outside at the moment?
.....
10. Why must the fireplace and the solid roof wait?
.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 54 – WHAT & WHERE (PAGE 16)

1. What did Pa have to do now?

.....

2. What did he have to do after this?

.....

3. Where did Pa mark the large circle?

.....

4. Where did he cut the circle of grass with his spade?

.....

5. What did he begin doing now?

.....

6. Where did the spade fall when Pa threw it out of the hole?

.....

7. What would Mr. Scott do?

.....

8. What would Pa do later?

.....

9. What did Mr. Scott look like?

.....

10. What did Laura run out to watch?

.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 55 – MAKE NORMAL STATEMENTS (PAGE 17)

Example: Did Mr. Scott come next morning? ⇒ Mr. Scott came next morning.
Laura didn't run out to watch. ⇒ Laura ran out to watch.

1. Had Pa and Mr. Scott made a windlass?
.....
2. It *didn't stand* over the well.
.....
3. Did two buckets *hang* from it?
.....
4. The buckets *didn't go* up and down on a rope.
.....
5. Did Mr. Scott *slide* down the rope and dig? (Two verbs!)
.....
6. He *didn't fill* the buckets with earth.
.....
7. Did he *haul* up the buckets after dinner?
.....
8. Did Pa *light* a candle every morning?
.....
9. He *didn't lower* it to the bottom in a bucket.
.....
10. Did Laura see the candle burning down in the ground?
.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 56 – EITHER / OR (PAGES 16–17)

1. What must Pa do first – make the trip to town or dig the well?
.....
2. What did he use to cut the grass in the circle – his spade or the axe?
.....
3. Who would help him dig the well – Ma and the girls, or Mr. Scott?
.....
4. Was Mr. Scott short and stout, or lean and tall?
.....
5. Where did the windlass stand – over the well, or next to it?
.....
6. How many buckets did the windlass have – one or two?
.....
7. Who went down the well in the morning – Pa or Mr. Scott?
.....
8. Who went down the well after dinner – Pa or Mr. Scott?
.....
9. Did Pa lower the candle before Mr. Scott went down, or when he was
down in the well?
.....
10. Was the bottom of the well far down in the ground, or not very far?
.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 57 – PUT INTO THE PAST TENSE (PAGES 17–18)

Example: *Pa lowers the candle into the well.* ⇒ *Pa lowered the candle into the well.*

1. Mr. Scott *comes* while Pa *is* eating breakfast. *(Two verbs!)*
.....
2. Pa *drinks* his coffee and *goes* out. *(Two verbs!)*
.....
3. The windlass *begins* to creak and Pa *whistles*. *(Two verbs!)*
.....
4. Then the whistling *stops*.
.....
5. Pa *has* to go down to help Mr. Scott.
.....
6. He *ties* the rope to the windlass.
.....
7. Now he *swings* into the well.
.....
8. The sun and the wind *are* warm, but Laura *is* cold. *(Two verbs!)*
.....
9. Somehow Pa *gets* out of the well.
.....
10. He *sits* there on the ground.
.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 58 – MAKE THESE STATEMENTS NEGATIVE (PAGE 18)

Example: Did *Ma* go down the well? ⇒ *Ma* didn't go down the well.
 Laura saw the candle burning. ⇒ *Laura* didn't see the candle burning.

1. It was easy for Pa to climb out of the well. (Be careful!)

.....

2. Ma went to get water.

.....

3. Pa turned the windlass alone.

.....

4. Did the bucket come up quickly?

.....

5. Was Mr. Scott sitting on the bucket? (Be careful!)

.....

6. Laura pulled him onto the grass.

.....

7. Pa took him into the house.

.....

8. Laura started to cry.

.....

9. Ma wanted Pa to run such risks.

.....

10. Did Pa leave Mr. Scott to die in the well?

.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 59 – VOCABULARY (PAGES 16–17)

Find the answers in the 'Vocabulary Page by Page' section, looking in the middle column.

1. You must the garden before you can plant flowers.

.....

2. What is a word meaning a *deep hole with fresh water in it*?

.....

3. Plants grow in the

.....

4. He broke his leg and go to hospital.

.....

5. What is a word which means *strong cord that you can tie*?

.....

6. What is a word meaning *to move round and round*?

.....

7. What is a word which means the same as *nearly*, as in *I am nearly finished*?

.....

8. What is the opposite of *to fill*?

.....

9. Christmas trees and birthday cakes have on them.

.....

10. What is the opposite of *to the top*?

.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 60 – DOLMETSCHEN (PAGE 18)

Folgende Sätze sind alle im Text zu finden. Manchmal musst du aber ein paar Wörter weglassen oder hinzufügen!

1. Die Mädchen machten gerade den Abwasch, als Pas Pfeifen aufhörte.
.....
2. Ich muss zu Scott hinunter *. (* You need 'go' here too!)
.....
3. Er ist ohnmächtig geworden.
.....
4. Hast du die Kerze hinuntergeschickt?
*(★ 'Have you ...' und 'Did you ...' gibt es beide, aber mit unterschiedlicher Bedeutung!
Was ist hier richtig, und warum? Wann würde man das andere verwenden? ★)*
.....
5. Nein, er sagte, es sei in Ordnung.
.....
6. Du kannst nicht hinuntergehen. Du darfst nicht!
.....
7. Ich muss. Wir können ihn nicht sterben lassen.
.....
8. Wenn du da unten *ohnmächtig wirst ... (Siehe Zeile 5!)
.....
9. ... kann ich dich nicht heraufziehen.
.....
10. Pa schwang sich in den Brunnen.
.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 61 – MAKE QUESTIONS (PAGES 18–19)

Example: *Pa listened at Mr. Scott's chest.* ⇒ *Did Pa listen at Mr. Scott's chest?*

1. *Pa went* down into the gas to help Mr. Scott.

.....

2. Mr. Scott *said* Pa was right about the candle.

.....

3. He *thought* it was foolishness.

.....

4. But he *had* found out his mistake.

.....

5. Pa *took* Laura to the well that afternoon.

.....

6. He *lighted* the end of a string.

.....

7. He *dropped* a little bundle into the well.

.....

8. They *heard* a muffled 'bang!'

.....

9. Smoke *came* out of the well.

.....

10. They always *sent* the candle down now.

.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 62 – MAKE SENTENCES (PAGES 18–19)

Make up at least one sentence for each of the following words or expressions. You can stay close to the text or invent your own: not too long, but also not too short. The sentences can be as serious or amusing as you like, but not embarrassing!

1. ... had to ...

.....

2. Next morning ...

.....

3. Then he began ...

.....

4. Before he went ...

.....

5. That afternoon ...

.....

6. ... went on ---ing ...

.....

7. But they always ...

.....

8. One day when ...

.....

9. ... almost full of ...

.....

10. And now, when ...

.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 63 – PUT INTO THE PRESENT TENSE (PAGES 19–20)

Example: *Mr. Scott went home.* ⇒ *Mr. Scott goes home.*

1. You *were* right about that candle.

.....

2. He sometimes *made* a mistake.

.....

3. Pa *put* some gunpowder in a piece of cloth.

.....

4. He *took* Laura with him to the well.

.....

5. He *lighted* the string and *dropped* the bundle into the well. *(Two verbs!)*

.....

6. In a minute there *was* a 'bang!' and smoke *came* up. *(Two verbs!)*

.....

7. Now the two men always *sent* the candle down first.

.....

8. One day, when Pa *was* digging, water *came* pouring in. *(Two verbs!)*

.....

9. Mr. Scott *wound* up the bucket, full of water.

.....

10. Now they *could* always have fresh water from the well.

.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 64 – DOLMETSCHEN (PAGES 18–19)

Folgende Sätze sind alle im Text zu finden.

Manchmal musst du aber ein paar Wörter weglassen oder hinzufügen!

1. Laura kam mit dem Wasser zurückgeilt.

.....

2. Pa und Ma waren beide dabei, die Seilwinde zu drehen.

.....

3. Pa zerrte Mr. Scott auf das Gras und horchte an seinem Brustkorb.

.....

4. "Ich will keinen Brunnen. Ich will nicht, dass du solche Risiken eingehst!"

.....

5. Pa war in das Gas hinuntergestiegen, um Mr. Scott zu helfen.

.....

6. Mr. Scott dachte, dass die Kerze Unsinn sei.

.....

7. Das war sein Fehler.

.....

EXTRASÄTZE FÜR FORTGESCHRITTENE!

8. *An jenem Nachmittag wollte Pa Laura etwas zeigen.

(Dieses Wort auslassen!)*

.....

9. Pa zündete das Gas im Brunnen mit Schießpulver an.

.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 65 – WHAT & WHERE (PAGES 18–20)

Find the answers in the 'Vocabulary Page by Page' section, looking in the middle column.

1. With a knife you can bread.
.....
2. What is another way of saying *I must*?
.....
3. What is a word meaning *to come to the end of life on earth*?
.....
4. What do we call the *part of a thing that you hold on to*?
.....
5. What is a word which means *to make fast or to bind*?
.....
6. What do we call *something you do or say wrongly*?
.....
7. What is a word meaning *to make something burn*?
.....
8. What is a word which means *to let (oneself or something) fall*?
.....
9. What is a word meaning *to go up (a hill, a tree, etc.)*?
.....
10. What is another way of saying *to want a drink*?
.....

Little House On The Prairie

(Chapter 5 – Fresh Water to Drink)

EXERCISE 66 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 16–20)

1. Where did the family get water before Pa dug the well?
.....
2. Why couldn't Ma fetch water while Pa was away in town? *(Hint: the wagon ...)*
.....
3. Pa began the well alone. Why did he need help after a while?
.....
4. Do you remember Mr. Edwards in Chapter 3? He was pretty different from Mr. Scott here!
Can you mention a few points?
.....
.....
5. Why did the two men need the windlass?
.....
6. Why did Pa check the well every morning with the candle?
.....
7. Why did Mr. Scott not check, the morning that he came early?
.....
8. Why did Ma say, "Charles, you can't. You mustn't" (18,9) ?
.....
9. "Somehow he got to the ground and sat there" (18,20). What is Laura telling us here, indirectly?
.....
10. Why does Ma start crying and sobbing (18,27) ?
.....

Little House On The Prairie

(Chapter 6 – Texas Longhorns)

EXERCISE 69 – WHAT, WHEN & WHERE (PAGE 21)

1. Where were Laura and Pa sitting one evening?

.....

2. What was the singing that Laura heard?

.....

3. What were the men on horses like?

.....

4. What did they want Pa to do?

.....

5. Where did all the dust come from?

.....

6. When did the cattle have to be fat?

.....

7. When did Pa go to bed?

.....

8. What were the cowboys' songs like?

.....

9. Where did the cattle suddenly burst out of the prairie?

.....

10. What did the cowboy wave as he galloped?

.....

Little House On The Prairie

(Chapter 6 – Texas Longhorns)

EXERCISE 70 – EITHER / OR (PAGE 21)

1. Who was singing – Pa or the cowboys?

.....

2. Where did the cowboys need help – at the creek or on the prairie?

.....

3. Did the dust come from the cattle, or just from the hot winds?

.....

4. Were the cattle going to the farms or to the cities?

.....

5. Did they go slowly, or as fast as possible?

.....

6. Pa went to bed early (21,23). Was he very tired, or was he sick?

.....

7. Did the cowboys sing because they were happy, or to help the cattle sleep?

.....

8. Did the cattle come running near the stable or near the house?

.....

9. Did two cowboys come after the cattle, or only one?

.....

10. Did he shout at the cattle, or did he fire his pistol?

.....

Little House On The Prairie

(Chapter 6 – Texas Longhorns)

EXERCISE 71 – PUT INTO THE PRESENT TENSE (PAGE 21)

Example: Laura was sitting on the doorstep. ⇒ Laura is sitting on the doorstep.
The moon shone on the prairie. ⇒ The moon shines on the prairie.

1. The cowboys were singing the cattle to sleep.
.....
2. Next morning Laura ran out of the house.
.....
3. The two men talking to Pa had pistols on their hips.
.....
4. They said, "So long," and galloped away. *(Two verbs!)*
.....
5. The men wanted Pa to help them in the creek bottoms.
.....
6. Pa tied his handkerchief round his mouth and rode west. *(Two verbs!)*
.....
7. He came home at sunset, and went to bed after supper. *(Two verbs!)*
.....
8. The night was dark, and the cowboys sang high, lonely songs. *(Two verbs!)*
.....

Little House On The Prairie

(Chapter 6 – Texas Longhorns)

EXERCISE 72 – MAKE NORMAL STATEMENTS (PAGE 21)

☞ This exercise is in the Present Tense. Don't use the Past Tense here!

Example: Does Pa play his fiddle? ⇨ Pa plays his fiddle.
 Laura doesn't hear a sound. ⇨ Laura hears a sound.

1. Do so many cattle stir up dust?
.....
2. Pa doesn't come home covered with dust.
.....
3. Is there dust in his beard and hair? (Be careful!)
.....
4. Does dust fall off his clothes?
.....
5. Is Pa really tired from a long day's work? (Be careful!)
.....
6. Laura and Mary can't hear the cattle next day.
.....
7. Can they see dust blowing?
.....
8. Do a dozen cattle suddenly come running out near the stable?
.....
9. Does a cowboy gallop to get in front of them?
.....
10. He doesn't yell at the cattle.
.....

Little House On The Prairie

(Chapter 6 – Texas Longhorns)

EXERCISE 73 – MAKE THESE STATEMENTS NEGATIVE (PAGE 22)

☞ This exercise is in the Present Tense. Don't use the Past Tense here!

Example: Does he gallop after the cattle? ⇨ He doesn't gallop after the cattle.
He goes to bed late. ⇨ He doesn't go to bed late.

1. Laura sits quietly in the house.
.....
2. Mary runs back and forth, shouting.
.....
3. Pa is alone when he comes back. *(Be careful!)*
.....
4. The cowboys can keep the cow and the calf. *(Be careful!)*
.....
5. Are the ropes fastened to Pa's saddle? *(Be careful!)*
.....
6. Does Ma stand and stare?
.....
7. Mary and Laura watch from the window of the house.
.....
8. Can the calf travel well? *(Be careful!)*
.....

Little House On The Prairie

(Chapter 6 – Texas Longhorns)

EXERCISE 74 – VOCABULARY (PAGES 21–23)

1. What is a word meaning *cows, bulls and oxen*?

.....

2. Don't go alone,we'll go

.....

3. No more for you; you have had !

.....

4. What do we call a *big town*, like London or Paris?

.....

5. What is a word which means *before long*?

.....

6. What is a word meaning *to go to another country or place*?

.....

7. What is another way of saying *at once or immediately*?

.....

8. What is a word meaning *next to*?

.....

9. I'll see her next week, but I'm not sure.

.....

10. Today is Friday, so will be Saturday

.....

Little House On The Prairie

(Chapter 6 – Texas Longhorns)

EXERCISE 75 – DOLMETSCHEN (PAGES 22–23)

1. Pa setzte sich neben die Kuh, um sie zu melken.

.....

2. Und mit einem Tritt stieß die Kuh Pa flach auf den Rücken.

.....

3. Er trieb Pfosten in den Boden, damit die Kuh sich nicht bewegen konnte.

.....

4. Das Kalb stand neben der Kuh und trank sein Abendessen.

.....

5. Pa melkte die Kuh und bekam eine fast volle Tasse Milch.

.....

6. Sie gaben Baby Carrie die Milch, und sie lachte.

.....

7. Das Rindfleisch schmeckte so gut, und alle waren glücklich.

.....

8. Jetzt würde es Milch geben, und vielleicht Butter fürs Maisbrot.

.....

Little House On The Prairie

(Chapter 6 – Texas Longhorns)

EXERCISE 76 – MAKE QUESTIONS (PAGES 22–23)

☞ This exercise is in the Present Tense. Don't use the Past Tense here!

Example: *Laura runs back and forth.* ⇨ *Does Laura run back and forth?*

1. Three riders *come* out of the west.

.....

2. They *have* a cow and a little calf with them.

.....

3. The cowboys *hold* the cow with their ropes.

.....

4. Pa *ties* her to the stable.

.....

5. Pa *takes* the bucket and *sits* by the cow.

(Two verbs!)

.....

6. The cow *kicks* Pa flat on his back.

.....

7. Pa *jumps* up, his face red.

.....

8. He *pushes* the cow so she *can't* move.

(Two verbs!)

.....

Little House On The Prairie

(Chapter 6 – Texas Longhorns)

EXERCISE 77 – MAKE SENTENCES (PAGES 21–23)

1. ... galloped ...

.....

2. ... wanted Pa to ...

.....

3. ... covered with ...

.....

4. ... very slowly ...

.....

5. ... had to ... enough ...

.....

6. Ma told ... to ...

.....

7. ... gave ... to ...

.....

8. ... almost ...

.....

Little House On The Prairie

(Chapter 6 – Texas Longhorns)

EXERCISE 78 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 21–23)

1. *"Here's a piece of luck!" (21,11).* Why does Pa say this to Ma when the cowboys ask him for help?
.....
2. Are there not enough cowboys? Why do they need Pa's help here?
.....
3. Why did the cattle have to be fat when they got to the cities?
.....
4. Why do you think Pa went to bed soon after supper?
.....
5. *"... lonely songs, almost like the howling of wolves" (21,24–25).* This is not like modern pop music! Why do you think the cowboys sing like this?
.....
6. Why do the cowboys give Pa the cow and the calf?
.....
7. Why do you think the cow kicks Pa flat on his back?
.....
8. Why does Pa let the calf drink first, before he milks the cow?
.....

Little House On The Prairie

(Chapter 7 – Prairie Fire)

EXERCISE 81 – MIXED QUESTIONS (PAGE 24)

1. What were the horses hitched to?

.....

2. When would the grass be rotted?

.....

3. When would Pa have nicely plowed fields?

.....

4. What did Ma say when the girls were helping her?

.....

5. Where did Laura see black clouds?

.....

6. Where did Ma run to?

.....

7. Where did Pa shut the cow and calf?

.....

8. What was Ma pulling up from the well?

.....

9. Where did Pa plow the long furrow?

.....

10. What did Laura and Ma push under the water in the tub?

.....

Little House On The Prairie

(Chapter 7 – Prairie Fire)

EXERCISE 82 – EITHER / OR (PAGE 24)

1. Are the black clouds in the south a storm, or a prairie fire?
.....
2. Did Pa tie the cow to the house or shut her in the stable?
.....
3. Did Ma get water from the well or from the creek?
.....
4. Who ran to get the sacks – Mary or Laura?
.....
5. Where did Pa plow the long furrow – on three sides of the house, or on four sides?
.....
6. Did Pa tie the horses to the house or shut them in the stable?
.....
7. Where did they push the sacks under the water – in the tub or in the well?
.....
8. Which animals did they see most of – snakes and hens, birds and rabbits or birds and snakes?
.....
9. Did Pa burn the grass on the house side or on the other side of the furrow?
.....
10. Where was the big fire – north, south, east or west? *(See lines 6 and 13–14!)*
.....

Little House On The Prairie

(Chapter 7 – Prairie Fire)

EXERCISE 83 – PUT INTO THE PRESENT TENSE (PAGE 24)

Example: *Laura saw black clouds in the south.* ⇨ *Laura sees black clouds in the south.*

1. One day the girls *were* helping Ma.
.....
2. Suddenly the sun *was* gone.
.....
3. Pa *brought* the cow and calf and *shut* them in the stable. (Two verbs!)
.....
4. Laura *ran* to get the sacks.
.....
5. Pa *plowed* a long furrow round three sides of the house.
.....
6. He *tied* the horses to the north corner of the house.
.....
7. Ma *pushed* sacks under the water in the tub.
.....
8. Pa *went* along the furrow, setting light to the grass on the other side.
.....
9. Ma *followed* with a wet sack.
.....
10. She *beat* at the flames trying to cross the furrow.
.....

Little House On The Prairie

(Chapter 7 – Prairie Fire)

EXERCISE 84 – DOLMETSCHEN (PAGES 25–26)

1. Pa half Ma, sein kleines Feuer mit den nassen Säcken zu bekämpfen.
.....
2. Wenn es die Furche überschritt, droschen sie mit den Säcken darauf ein.
.....
3. Die Mädchen standen dicht am Haus und zitterten.
.....
4. Lauras Augen brannten vom Rauch.
.....
5. Die Pferde wieherten schrill und fürchterlich.
.....
6. Pas kleines Feuer hatte einen verbrannten schwarzen Streifen gemacht.
.....
7. Das kleine Feuer breitete* sich langsam gegen den Wind aus, dem großen Feuer entgegen.
(* Use the verb 'to go' here!)
.....
8. Plötzlich verschlang das große Feuer das kleine.
.....
9. Um das ganze Haus herum war Feuer.
.....
10. Dann war es vorbei. Das Feuer war weg.
.....

Little House On The Prairie

(Chapter 7 – Prairie Fire)

EXERCISE 85 – MAKE THE SENTENCES STATEMENTS (+), QUESTIONS (?) OR NEGATIVE (×) (PAGE 26)

Examples: (+) Did Pa sit down by the cow? ⇒ Pa sat down by the cow.
(?) The cow kicked him flat. ⇒ Did the cow kick him flat?
(×) Laura drank the milk. ⇒ Laura didn't drink the milk.

1. (×) The girls *stood* by the stable.
.....
2. (?) Laura's eyes *stung* with smoke.
.....
3. (+) Were the horses squealing horribly? (Be careful!)
.....
4. (×) The little fire *went* towards the house.
.....
5. (?) The big fire *swallowed* the little one.
.....
6. (+) Did the wind *rise* high?
.....
7. (×) Flames *climbed* around the house.
.....
8. (?) The fire *was* past. (Be careful!)
.....
9. (+) Did Ma *come* into the house?
.....
10. (+) Did the back-fire *save* them all?
.....

Little House On The Prairie

(Chapter 7 – Prairie Fire)

EXERCISE 86 – VOCABULARY (PAGES 24–27)

1. comes between winter and summer.
.....
2. What do we call a *piece of land used for farming*?
.....
3. Those darks will probably bring rain.
.....
4. up; we'll be late! This word means to be quick.
.....
5. The sun is shining and the is blue.
.....
6. We couldn't get on the bus; it just drove
.....
7. Some birds to warmer lands in autumn.
.....
8. When you are very hot, this makes you wet.
.....
9. What is a word meaning *to take someone or something out of danger*?
.....
10. What is the opposite of *in danger*?
.....

Little House On The Prairie

(Chapter 7 – Prairie Fire)

EXERCISE 87 – PUT INTO THE FUTURE TENSE (PAGES 25–26)

☞ *Imagine you are making a film, and the director is talking to the actors.*

Example: Pa helped Ma fight the little fire. ⇒ Pa will help Ma fight the little fire.

1. Pa and Ma *thrashed* at the little fire with wet sacks.

.....

2. They *stamped* it with their feet.

.....

3. The prairie fire *got* louder now.

.....

4. Flames *came* roaring down on the wind.

.....

5. The two girls *stood* against the house.

.....

6. Both of them *trembled*.

.....

7. The light of the flames *danced* over everything.

.....

8. Slowly the little fire *went* to meet the big fire.

.....

9. And suddenly the big fire *swallowed* the little one.

.....

10. Fire *was* all around the house.

.....

Little House On The Prairie

(Chapter 7 – Prairie Fire)

EXERCISE 88 – MIXED QUESTIONS (PAGES 26–27)

1. What did Jack the bulldog do when the fire was coming?

.....

2. What were the horses doing?

.....

3. What had Pa's little fire made?

.....

4. When did Ma come into the house?

.....

5. What did she want to wash?

.....

6. What saved the family?

.....

7. What did the prairie look like now?

.....

8. Why were Pa and Ma cheerful?

.....

9. Where did the birds and rabbits go when the fire burned the prairie?

.....

10. Where had the little gophers gone during the fire?

.....

Little House On The Prairie

(Chapter 7 – Prairie Fire)

EXERCISE 89 – MAKE SENTENCES (PAGES 24–27)

1. Suddenly ...

.....

2. ... as fast as ... could ...

.....

3. ... as if ...

.....

4. ... helped ...

.....

5. ... could see ... ----ing ...

.....

6. ... got ----er and ----er ...

.....

7. When ..., Ma ...

.....

8. ... because ...

.....

9. If ... had (forgotten/gone/lost etc.) ..., what would you have done?

.....

10. ... of course ...

.....

Little House On The Prairie

(Chapter 7 – Prairie Fire)

EXERCISE 90 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 24–27)

1. What did Ma first think when the sun disappeared that morning?
.....
2. What were the black clouds really?
.....
3. What plan did Pa have with the water and the sacks?
.....
4. Can you say how Pa's little fire ("the back-fire") worked?
.....
5. Would it have worked without the furrow? Or what would have happened?
.....
6. Which side of the house was the prairie fire coming from?
.....
7. Why did Pa plow the furrow just on three sides, and not in the north?
.....
8. Can you think why Pa put the cow and calf in the stable, but not the horses?
.....
9. What do the animals on the prairie do when there is a big fire?
.....
10. Why don't the gophers do the same?
.....

Little House On The Prairie

(Chapter 8 – Going Out)

EXERCISE 93 – MIXED QUESTIONS (PAGE 28)

1. Who began plowing again?

.....

2. Where did the girls help Ma?

.....

3. What would they soon have to eat?

.....

4. How did Pa go to the field every morning?

.....

5. What were the girls talking about, one morning?

.....

6. What was Pa's voice like, when they heard him outside?

.....

7. Who was with him?

.....

8. Why is the government sending soldiers?

.....

Little House On The Prairie

(Chapter 8 – Going Out)

EXERCISE 94 – EITHER / OR (PAGE 28)

1. Did the girls help in the field or in the garden?

.....

2. Did Pa work in the field every day, or just some days?

.....

3. Was Pa sad and quiet, doing his work, or was he happy?

.....

4. Were the girls washing the dishes or in the garden when they heard the men?

.....

5. Who was speaking in a loud, angry voice – Mr. Scott, Pa or Mr. Edwards?

.....

6. Does the government want to bring more settlers in, or send them away?

.....

7. When are the family going out – right now, or next morning?

.....

8. Who can have the cow and the calf – Mr. Scott or Mr. Edwards?

.....

Little House On The Prairie

(Chapter 8 – Going Out)

EXERCISE 95 – PUT INTO THE PRESENT TENSE (PAGES 28–29)

Example: Pa worked every day. ⇒ Pa works every day.

1. One morning the girls were washing the dishes.

.....

2. Outside they heard a loud, angry voice.

.....

3. Pa's face was red.

.....

4. He said Mr. Scott could take the cow.

(Two verbs!)

.....

5. Laura didn't believe this at first.

.....

6. But then she saw Mr. Scott taking the cow.

.....

7. Mr. Edwards shook hands with them all and said "Goodbye."

(Two verbs!)

.....

8. Then he went away without another word.

.....

Little House On The Prairie

(Chapter 8 – Going Out)

EXERCISE 96 – MAKE THE SENTENCES STATEMENTS (+), QUESTIONS (?) OR NEGATIVE (×) (PAGE 29)

☞ *Use the Past Tense for the whole exercise!*

Examples: **(+)** Did Pa begin his plowing? ⇒ Pa began his plowing.
 (?) The girls helped Ma. ⇒ Did the girls help Ma?
 (×) They played in the garden. ⇒ They didn't play in the garden.

1. **(+)** Did Mr. Scott lead the cow away?

.....

2. **(?)** Mr. Edwards said, "Goodbye and good luck."

.....

3. **(×)** He said another word.

.....

4. **(?)** Ma looked around and sighed.

.....

5. **(+)** Did Pa and Ma pack the wagon after breakfast?

.....

6. **(×)** They made beds by the stable.

.....

7. **(+)** Were the beds covered with a blanket?

.....

8. **(×)** The top bed was for Mary and Laura at night.

.....

9. **(?)** Pa laid a sack of corn under the wagon-seat.

.....

10. **(+)** Did he hang his rifle inside the wagon?

.....

Little House On The Prairie

(Chapter 8 – Going Out)

EXERCISE 97 – DOLMETSCHEN (PAGES 29–30)

1. Mr. Edwards schüttelte den Mädchen die Hand, als wären sie Erwachsene.
.....
2. Dann ging er ohne ein weiteres Wort davon.
.....
3. Ma seufzte, "Ein ganzes Jahr verloren."
.....
4. "Wir haben alle Zeit der Welt," antwortete Pa fröhlich. *(Schau dir den Text an!)*
.....
5. Nach dem Frühstück beluden Pa und Ma den Wagen.
.....
6. Pa steckte den Schrank unter den Wagensitz.
.....
7. Davor legte er einen Sack Mais für die Pferde.
.....
8. Seine Fiedel legte er an das Ende des Bettes.
.....
9. Jetzt war der Wagen beladen.
.....
10. Pa schloss die Haustür, und ließ die Schnur zum Aufmachen heraushängen.
.....

Little House On The Prairie

(Chapter 8 – Going Out)

EXERCISE 98 – VOCABULARY (PAGES 28–30)

1. What is a word meaning *to take things in your hands*?

.....

2. Sally was when she tore her new jeans.

.....

3. What do we call a *person in the army*?

.....

4. What is another way of saying *to give your hand to someone when you meet or say goodbye*?

.....

5. What do we call a *person who is no longer a child*?

.....

6. A cat is fur.

.....

7. Without, you will be hungry.

.....

8. What is a word which means *trousers, shirts, pullovers etc.*?

.....

9. You are tired – you sleep.

.....

10. What is the opposite of *to stand still*?

.....

Little House On The Prairie

(Chapter 8 – Going Out)

EXERCISE 99 – MIXED QUESTIONS (PAGES 29–30)

1. What did Mr. Scott do with the cow?

.....

2. What did Mr. Edwards say to Pa and Ma?

.....

3. How did he shake the girls' hands?

.....

4. Was Ma cheerful, or not very happy?

.....

5. What came first when they packed the wagon?

.....

6. Where did Pa put the water-bucket?

.....

7. When did Pa stop the wagon so they could all look back?

.....

8. Where is the mockingbird singing?

.....

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EXERCISE 100 – MAKE THE SENTENCES STATEMENTS (+), QUESTIONS (?) OR NEGATIVE (x) (PAGES 29–30)

☞ *Use the Present Tense for the whole exercise!*

Examples: (+) Do the girls hear Pa's voice? ⇒ The girls hear Pa's voice.
(?) The girls helped Ma in the garden. ⇒ Did the girls help Ma in the garden?
(x) They plow the field. ⇒ They don't plow the field.

1. (+) Does Ma look around and sigh?

.....

2. (?) Pa answers cheerfully.

.....

3. (x) He is sad about leaving.

.....

4. (x) The beds are in the front of the wagon.

.....

5. (?) Baby Carrie rides with Mary and Laura in the wagon.

.....

6. (+) Does Ma pack the food next?

.....

7. (x) Pa hangs his rifle under the wagon.

.....

8. (?) He leaves the door of the house open.

.....

9. (+) Does Pa stop the wagon so they can look back?

.....

10. (+) Is the mockingbird telling them goodbye?

.....

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EXERCISE 101 – PUT INTO THE FUTURE TENSE (PAGES 29–30)

☞ *Imagine you are making a film, and the director is talking to the actors.*

Example: Pa plowed the field. ⇨ Pa will plow the field.

1. In the daytime the girls *rode* in the wagon.

.....

2. At night they *put* the top bed in the front for Pa and Ma.

.....

3. The girls *slept* in the bottom bed.

.....

4. Pa *took* corn for the horses.

.....

5. Ma *packed* the clothes in two bags.

.....

6. Now the girls *climbed* into the wagon.

.....

7. Pa *closed* the door of the house for the last time.

.....

8. A mockingbird *began* to sing.

.....

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EXERCISE 102 – MAKE SENTENCES (PAGES 28–30)

1. Soon ... *(Optimistic! – Use the Future tense!)*
.....
2. ... was angry that ... *(Someone in your class – in school)*
.....
3. You can if you want to. *(A friend of yours, angry with parents)*
.....
4. ... as if we/you were ... *(A policeman speaking to you and your friends)*
.....
5. A whole gone! *(Only one word to fit in, so find **three** ideas!)*
.....
6. First of all ... *(Pa, starting to build the house)*
.....
7. First of all ... *(You, starting your homework)*
.....
8. First of all ... *(You, starting breakfast in the holidays)*
.....

Little House On The Prairie

(Chapter 8 – Going Out)

EXERCISE 103 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 28–30)

1. Why were they all so happy at the beginning of the chapter?
.....
2. Why was the government sending soldiers?
.....
3. What was Pa's reaction to this news?
.....
4. Why couldn't the family take the cow and calf with them?
.....
5. What made Laura believe that this was really happening?
.....
6. What did Mr. Edwards do which surprised the girls a little?
.....
7. Now that it is clear they're leaving, Ma and Pa have rather different reactions.
Can you write a little about how they feel?
.....
8. Why does Pa leave the latchstring out when he closes the door of the house for the last time?
.....

