Guess What Happened to Me!

Pantomime Game (Text pages 14–15)

The Activity

Teams compete to pantomime different mishaps.

Getting Ready

Students will do this activity in teams. Make a copy of Activity Master 16 (Mishap Cue Cards) and cut it into separate cards.

1. Divide the class into two teams.
2. Write the following on the board:

   _______ while _______.

3. Place the Mishap Cue Cards face down in a pile on a table in the front of the room.
4. Explain that each card has a mishap word, something bad that happened to someone, plus the word while. Students have to pantomime the bad thing that happened and think of a situation that was happening when that mishap occurred.
5. A student from Team 1 comes to the front of the room, picks a card, thinks of a situation (for example, I broke my arm while I was playing basketball) and pantomimes the event.
6. If Team 1 guesses correctly, they get to keep the card. If Team 1 doesn’t guess correctly, a student from the other team must act out a situation using that card while his or her teammates attempt to guess what it is. Each team is allowed two guesses before the other team tries. If neither team guesses the mishap, the card goes back to the bottom of the pile.

The team with the most cards is the winner of the game.
### Mishap Cue Cards

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>break . . while . .</td>
<td>sprain . . while . .</td>
<td>lose . . while . .</td>
</tr>
<tr>
<td>cut . . while . .</td>
<td>burn . . while . .</td>
<td>rip . . while . .</td>
</tr>
<tr>
<td>trip and fall . . while . .</td>
<td>poke . . while . .</td>
<td>drop . . while . .</td>
</tr>
<tr>
<td>get a black eye . . while . .</td>
<td>hurt . . while . .</td>
<td>spill . . while . .</td>
</tr>
</tbody>
</table>
4.2 Have You Ever?
CLASSROOM SEARCH (Text page 40)

ACTIVITY MASTER 29

The Activity
Students walk around the classroom asking each other about things they have done.

Getting Ready
Students will do this activity as a class. Make a copy of Activity Master 29 (Have You Ever . . . ?) for each student in the class.

1. Give a copy of Have You Ever . . . ? to each student.
2. Write the following on the board:

   Have you ever ________?

3. Have students walk around the room asking each other if they have ever done the activities depicted on the Activity Master grid. When a student finds someone who has done an activity, the responding student should write his or her name in that square of the grid. (Only one signature is necessary for each square.) The questioning student should ask the responding student something about the experience. For example:

   When did it happen?
   Where?
   How did you feel about it?

The student whose grid is filled with the most signatures is the winner of the game. That person should report to the class about the people he or she interviewed. For example:

   Janet saw a rainbow last month. She was driving near the beach and she saw it over the water. It was very beautiful, and she was very excited when she saw it.
Have You Ever . . . ?

- Ask other students, “Have you ever ________?”
- When you find someone who has done an activity on your grid, have that person write his or her name in that square. Then ask that person to tell more about the experience—for example, “When?” “Where?” “How did you feel?”
- The student with the most signatures is the winner. That person should report to the class what the others said about their experiences.

<table>
<thead>
<tr>
<th>See a Rainbow?</th>
<th>Fly in a Helicopter?</th>
<th>Be in the Hospital?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: _______________</td>
<td>Name: _______________</td>
<td>Name: _______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ride in a Limousine?</th>
<th>Give Someone an Expensive Gift?</th>
<th>Go Scuba Diving?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: _______________</td>
<td>Name: _______________</td>
<td>Name: ___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Asleep in Class?</th>
<th>Take an Exciting Trip?</th>
<th>Eat Cotton Candy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: _______________</td>
<td>Name: _______________</td>
<td>Name: ___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wear a Tuxedo or an Evening Gown?</th>
<th>Go to a Rock Concert?</th>
<th>Get Stuck in an Elevator?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: _______________</td>
<td>Name: _______________</td>
<td>Name: _______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be on Television?</th>
<th>Take a First-Aid Course?</th>
<th>Ride a Horse?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: _______________</td>
<td>Name: _______________</td>
<td>Name: ___________</td>
</tr>
</tbody>
</table>
The Activity

Students try to remember things people have and haven’t done.

Getting Ready

Students will do this activity in pairs. Make copies of Activity Master 34 (What Have They Done?/What Haven’t They Done?) and Activity Master 35 (Can You Remember?) for each pair.

1. Divide the class into pairs. Give each pair a copy of What Have They Done/What Haven’t They Done?

2. Tell students to study Activity Master 34 carefully for 3 minutes. Explain that these people all had things they needed to do. If they’ve done a task, there’s a check next to it. If there’s no check, it means they haven’t done it yet. For example:
   
   Rick has cleaned the kitchen, but he hasn’t cleaned the bathroom.  
   Dick has cleaned the bathroom, but he hasn’t cleaned the kitchen.

3. Next give each pair a copy of Can You Remember? Have them work together to complete the sentences based on their memory of the information on Activity Master 34.

4. When students have completed answering the questions, have them look at Activity Master 34 again to check their answers.

Answer Key

1. Rick has cleaned the kitchen, but he hasn’t cleaned the bathroom.  
   Dick has cleaned the bathroom, but he hasn’t cleaned the kitchen.

2. Jean has fed the dog, but she hasn’t fed the cat.  
   Jane has fed the cat, but she hasn’t fed the dog.

3. The Greens have gone to the bank, but they haven’t gone to the post office.  
   The Grays have gone to the post office, but they haven’t gone to the bank.

4. Bill has done his homework, but he hasn’t done his exercises.  
   Phil has done his exercises, but he hasn’t done his homework.

5. Ellie has seen her doctor, but she hasn’t seen her dentist.  
   Nellie has seen her dentist, but she hasn’t seen her doctor.

6. The Jacksons have made the bed, but they haven’t made breakfast.  
   The Johnsons have made breakfast, but they haven’t made the bed.

7. Harry has spoken to his boss, but he hasn’t spoken to his landlord.  
   Larry has spoken to his landlord, but he hasn’t spoken to his boss.

8. Carrie has repaired her fence, but she hasn’t repaired her porch.  
   Callie has repaired her porch, but she hasn’t repaired her fence.

9. The Taylors have paid their bills, but they haven’t paid their rent.  
   The Tylers have paid their rent, but they haven’t paid their bills.

10. Alan has typed the letters, but he hasn’t typed the report.  
    Ellen has typed the report, but she hasn’t typed the letters.
• All these people had things they needed to do. If there’s a check next to a task, it means they’ve already done it. If there’s no check, it means they haven’t done it. Spend 3 minutes looking very carefully at this list of tasks.
• Put this Activity Master aside and complete Activity Master 35 to see how much you remember.

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>✓ clean the kitchen</td>
<td>✓ clean the bathroom</td>
<td>Rick</td>
<td>Dick</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ clean the kitchen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>✓ feed the dog</td>
<td>✓ feed the cat</td>
<td>Jean</td>
<td>Jane</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ feed the dog</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>✓ go to the bank</td>
<td>✓ go to the post office</td>
<td>the Greens</td>
<td>the Grays</td>
<td></td>
</tr>
<tr>
<td></td>
<td>go to the post office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>✓ do my homework</td>
<td>✓ do my exercises</td>
<td>Bill</td>
<td>Phil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>do my exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>✓ see my doctor</td>
<td>✓ see my dentist</td>
<td>Ellie</td>
<td>Nellie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>see my dentist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>✓ make the bed</td>
<td>✓ make breakfast</td>
<td>the Jacksons</td>
<td>the Johnsons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>make breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>✓ speak to my boss</td>
<td>✓ speak to my landlord</td>
<td>Harry</td>
<td>Larry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>speak to my landlord</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>✓ repair my fence</td>
<td>✓ repair my porch</td>
<td>Carrie</td>
<td>Callie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>repair my porch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>✓ pay our bills</td>
<td>✓ pay our rent</td>
<td>the Taylors</td>
<td>the Tylers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pay our rent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>✓ type the letters</td>
<td>✓ type the report</td>
<td>Alan</td>
<td>Ellen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>type the report</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Can You Remember?

• Based on Activity Master 34, what have these people done? What haven’t they done? Can you remember?
• Look at Activity Master 34 again to check your answers.

1. Rick has cleaned the kitchen, but he hasn’t cleaned the bathroom.
   Dick has cleaned the bathroom, but he hasn’t cleaned the kitchen.

2. Jean
   Jane

3. The Greens
   The Grays

4. Bill
   Phil

5. Ellie
   Nellie

6. The Jacksons
   The Johnsons

7. Harry
   Larry

8. Carrie
   Callie

9. The Taylors
   The Tylers

10. Alan
    Ellen
Gerund & Infinitive Game

Board Game (Text pages 92–93)

The Activity

Students play a board game that focuses on verbs followed by gerunds and infinitives.

Getting Ready

Students will do this activity in groups. Make a copy of Activity Master 60 (Gerund & Infinitive Game) for each group.

Each group will need a die. You can duplicate Activity Master 8 (Game Cube) to make a die for each group, or students can use a coin. Each player will also need a marker (a button or anything small).

1. Divide the class into small groups.

2. Give a copy of the Gerund & Infinitive Game to each group. Also provide each group with a die and markers. If students use a coin as a die, the class should decide which side of the coin will indicate a move of one space and which will indicate a move of two spaces.

3. Have students place their markers on Start. The group should decide who goes first. That student begins the game by rolling the cube (or flipping the coin) and moving his or her marker. If the student responds to the question or task correctly, he or she may take one more turn. (The group decides if the response is correct.) If the student doesn’t respond correctly, the next student takes a turn. No one may take more than two turns at a time.

Option 1: The first person to reach Finish is the winner.

Option 2: The game continues until each student reaches Finish. This way everybody is a winner.
• Put your markers on Start.
• Take turns tossing the Game Cube (or flipping a coin) to move your marker around the board.
• Follow the instructions in each space.