

CRAZY SENTENCES!

Players

groups of three players or more

Materials

one set of sentence cards per group; one or two blank sheets of A4 paper; a pen/pencil per person

Before starting

Photocopy and cut up along the dotted lines; prepare one set of sentence cards per group. Explain to the class that this activity is called *Crazy Sentences!*, to give them an idea of what is to come.

How to play

- Place the cards in a pile, face down. One player picks up a card and reads out the first sentence, e.g. *The two young _____ went round the museum*
- At the top of their blank sheet of paper, each player in the group must write a word or phrase **in secret** to complete the blank in an interesting, original or amusing way, e.g. *The two young **chickens** went round the museum*
- After writing, players fold back the top part of their sheet of paper so that no one can see what they have written.
- Players then pass their sheets of paper to the left.
- The next part of the text is read out: *... and bought a _____*
- Everyone writes something for this blank e.g. *... and bought a **helicopter***. As before, everyone folds the paper and passes it to the left. There are three blanks per card, so students repeat the process three times for each card.
- When everyone has written something for blank number three, the sheets can be unfolded.

In turn, all players read out the resulting 'crazy sentences', using the card plus what is on their sheet of paper, and the group must decide which version is the funniest.

How to score

In this activity there is no scoring as such. However, it can be made competitive. At the end of the activity, the different groups can read out a sentence each, with the teacher (or the students themselves) awarding points to the funniest. There is clearly some subjectivity, so the teacher should use their best judgement when awarding points.

The teacher could award points for any of the following: *originality, imagination, humour, great vocabulary, effort, spelling, grammar*.

Versions of the game

Dictation: Players must write everything that is read out on the card and fill in the blanks. This is a bit slower but offers more writing practice.

Notes

This game revises a range of vocabulary and grammar from Students Book 2, Units 17–20.

Follow-up activity

If students have only filled in the blanks, they can look at their sheets, and try to remember the sentences in full, writing them down in their notebooks.



- After she saw the advertisement, the blonde _____
- decided to buy the _____.
- 'I'm going to give it to my _____,' she said.

- 'When you go to an amusement park,' said the short _____,
- always take a tall _____ with you,
- because it helps you _____.'

- The two young _____ went round the museum
- and bought a _____
- for their _____.

- She was _____ very noisily,
- so her aunt said, 'Why not ask the _____ to help,
- then we can watch this show about _____.'

- The headline said: 'Boy with dark _____
- spends ten hours in a _____,
- cooking his _____ on a fire.'

- 'Let's watch the _____' said the boy,
- then he _____ slowly
- because he didn't have a _____.

- My _____ won a talent show
- because she can _____ very well,
- but she has to _____ every day.

- After his grandchild finished the _____,
- the old man watched a TV programme about _____,
- and said, 'Tomorrow I'm going to _____.'

- 'Why don't we visit a _____?'
- said the grandfather to his _____,
- as he _____ quietly.

- 'We're probably going to go to the _____ next week,
- but you don't have to bring any _____,'
- said the good-looking _____.

- 'The remote control is probably next to the _____,'
- said the slim _____.
- 'Ah yes. Here it is. Now shall we _____?'

- He carried the _____ carefully to his uncle's house,
- and said, 'I'm doing a project about _____,
- I need some information about your _____.'

- Before they visited the farm, they went to the _____,
- and saw a pretty _____
- with really old _____.

- 'I love cartoons about _____,' he said,
- then he ran to the _____,
- and _____ loudly.