

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. *He loved the sculpture of the _____ so much*
- 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. *He loved the sculpture of the **alligator** so much.*
- 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: *... that he gave it to his _____*
- Everyone writes something for this blank e.g. *... that he gave it to his **grandmother**.* 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 Student's Book 4, 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.



- The man with the colourful _____
- wrote a graphic novel about _____
- while he was working as a _____.

- Three firefighters were needed for the _____
- and the police warned us not to _____
- until everyone was feeling _____.

- She couldn't make up her mind about the _____
- so her lawyer advised her to _____
- and go directly to the _____.

- He loved the sculpture of the _____ so much
- that he gave it to his _____,
- who said '_____'. .

- 'Don't tell me to _____,'
- said the _____,
- who was sitting next to the cheerful _____.

- The advert persuaded her to buy a _____
- and give it to the friendly _____
- who she met at the _____.

- He was having second thoughts about going to the _____,
- but his friendly _____ persuaded him it was a good idea
- because today was _____.

- The vet had a thought: 'If I had more _____,
- I could _____,
- and then the world would know about my _____!'

- The _____ were very painful,
- so they asked the pharmacist to give them some _____;
- then they all went to the _____.

- The man with the ugly _____ made her lose her concentration,
- so she gave him a _____
- and told him to _____.

- The _____ lady in the audience was asked to leave the cinema
- because she was wearing a _____
- and a _____.

- 'What would you do if you saw a _____?'
- asked the _____
- to the babysitter playing with the _____.

- 'If I lived in _____,' said the novelist,
- 'I would write stories about _____
- and eat _____ every day.'

- The sticker on the back of his _____
- said, 'If you love _____,
- put your _____ in the air.'