

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 part of sentence, e.g. *'I wonder how many _____ there are ...*
- 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. *'I wonder how many **hot dogs** there are ...*
- 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: *... inside that _____*
- Everyone writes something for this blank, e.g. *... inside that **rocket***. 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 5, 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 charming _____ told me
- that she wanted to update the _____,
- in order to make her _____ happy.

- ‘I don’t believe in _____,’
- said the lonely _____
- wearing the purple _____ .

- The nasty _____ apologised
- for breaking the _____,
- but instead of fixing it,
- he _____ .

- ‘I want to have my hair _____,
- so that I can _____,
- before I deal with the terrible _____,’ she said.

- Despite being fairly _____,
- she couldn’t work out how to _____,
- because her _____ was broken.

- ‘I wonder how many _____
- there are
- inside that _____,’
- said the reasonably tall _____ .

- ‘This year I’m aiming to _____,’
- announced the pretty excited _____,
- who was delighted with the _____ .

- My _____ encouraged me to
- follow my dream
- to become the best _____
- in the whole _____ .

- Whereas most people enjoy _____,
- Jessica found it stressful, because she
- didn’t like the _____
- or the _____.

- The news of the _____ was
- unexpected,
- according to the man with the
- curious _____,
- who was trying his best to _____ .

- ‘Why can’t I choose _____?’
- asked the girl who was mad about _____,
- while she imagined her new _____ .

- ‘You must deliver the _____ before 12,’
- warned the _____,
- who was afraid of missing out on the _____ .

- While he was admiring the _____,
- he suddenly felt annoyed because
- the shy _____ standing
- next to him
- was eating a _____ .

- ‘Unless you give me another _____,
- you’ll never be able to _____,’
- he joked to the _____ .