

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. 'Please bring back my _____.'
- 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. 'Please bring back my **dolphin**.'
- 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: ... *said the tall* _____
- Everyone writes something for this blank, e.g. ... *said the tall* **guest**. 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 3, 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.



- 'Please bring back my _____ ,
- said the tall _____
- to the boy with the expensive _____ .

- The author wrote a book about _____
- with lots of drawings of _____ ,
- and gave it to her _____ .

- 'The cookies are made in a big _____ ,'
- explained the _____ ,
- 'and they are filled with _____ .'

- Before I do the cleaning, I always _____ ,
- then I drive to the _____
- and eat a fried _____ .'

- 'If you come to the _____ tonight,
- I'll help you make your _____ ,'
- said the man wearing the pink _____ .

- 'There's too much salt and pepper in/on my _____ ,' she said,
- then she put her finger in the _____
- and said, 'Why don't you _____ .'

- The lonely old _____
- wanted to find out about _____
- so he asked the _____ lots of questions.

- 'Are you enjoying yourself?' asked the angry _____
- to the girl who was _____ next to
- an enormous _____ .

- 'If you don't give back my _____ , the boy shouted,
- I'll _____ ,
- and then I'll _____ .'

- It was a terrible day. She hurt her ankle while she was _____ ,
- then she was bitten by a _____ ,
- and finally she made a big mistake with the _____ .

- 'This _____ really changed my life,' the lady said.
- 'It was given to me by _____ last year
- while I was living in _____ !'

- When the _____ man
- found a _____ in her stomach,
- he took it out and told her, 'You should _____ !'

- 'If I get married to that _____ , I'll be unhappy,' said the woman with two _____ .
- 'I prefer to _____ .'

- 'You will enjoy yourself if you _____ every day,'
- explained the _____ to the
- confident young _____ .