

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 lived in a _____ in London.*
- 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 lived in a **bank** in London.* 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 had lots of _____,*
- Everyone writes something for this blank, e.g. ... *and had lots of **mice**.* 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 1, 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.



- He lived in a _____ in London
- and had lots of _____,
- but he wasn't _____.

- 'Have you got _____?'
- asked the _____ lady
- to the woman with lots of _____.

- 'I'm too _____ today,' said the rabbit
- to the _____.
- 'I want to _____. Can you help?'

- She was taller than _____,
- and in the winter she always _____ in a hotel
- next to the _____.

- 'This _____ is very warm,'
- said the friendly _____.
- 'I think it's hotter than _____.'

- On Saturday morning I went to the _____
- and I played _____ until 11 o'clock,
- but I didn't like the _____.

- The _____ was very heavy,
- so the strong _____ carried it
- to the house with the wonderful _____.

- The elephant was excited about the _____,
- but he was sad because his _____
- was _____.

- 'I can _____ faster than you,'
- said the zebra with the unusual _____.
- 'Yes,' said the sheep. 'But I can _____.'

- 'I don't want this big red _____,
- but I need it for my _____.'
- said the girl to her pet _____.

- We travelled to _____ on holiday
- and stayed in an amazing _____
- with hundreds of _____.

- 'I am happier at the beach,' said the _____.
- 'Here I can _____
- and I have always got lots of _____.'

- The two _____ travelled
- in a slow _____
- to a place with rivers, forests and exciting _____.

- A friend invited me to _____
- but I didn't go because my _____ didn't feel well.
- I stayed at home and watched _____.