How Many Sentences?

Students make up sentences based on a group of words.

a. Write the following on the board:

<table>
<thead>
<tr>
<th>bake</th>
<th>-s</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td>-ing</td>
</tr>
<tr>
<td>chicken</td>
<td>the</td>
</tr>
<tr>
<td>kitchen</td>
<td>is</td>
</tr>
<tr>
<td>clean</td>
<td>in</td>
</tr>
<tr>
<td>chef</td>
<td>are</td>
</tr>
</tbody>
</table>

b. Divide the class into pairs or small groups.

c. Tell students that the object of the game is to see how many sentences they can think of based on these words. Explain that -ing can be added to verbs (for example: cooking, baking), and -s can be added to verbs (cooks, bakes) and to nouns (chickens, chefs).

Decide if you’d prefer the activity to be oral or written. Students can say their sentences or they can write them.

Some possible sentences:

- The chicken is cooking in the kitchen.
- The chefs are cleaning chickens in the kitchen.
- The chickens are clean.
- Clean the kitchen!
- The chef’s kitchen is clean.
- The chicken is baking in the kitchen.
- The chef bakes chickens in the clean kitchen.

Option: You can do this activity as a game, in which the pair or group of students who comes up with the most sentences wins.
Expand the Sentence!

Students take turns adding words to expand a sentence.

Tell students that the object of the activity is to build a long sentence on the board, one word at a time.

a. Call on a student to write a pronoun or someone’s name on the far left side of the board. For example:

George

b. Have another student come to the board and add a word. For example:

George likes

c. Have a third student add a third word. For example:

George likes to

d. Continue until each student in the class has had one or more turns to add a word to expand the sentence into the longest one they can think of. For example:

George likes to talk to his brother on the telephone every Sunday night because his brother lives in Russia and George doesn’t talk to his brother very often.