



1. **Prediction before listening** – Give the students the title of the episode, and ask them to predict what the Grammar Expert will say, and what mistakes the student will make. Then play the programme so that students can check their ideas.
2. **Gapfill** – Give students the text of the Grammar Expert’s explanation, with key words blanked out. Students try to work out what the missing words should be, then listen / read and check their answers.
3. **Error Correction** – Give the students the text of the Grammar Expert’s explanation, with errors at key points. They try to locate and correct the errors, then listen and check their answers.
4. **Noughts and Crosses** – Make a noughts-and-crosses grid, with one example of the grammar point (taken from the Grammar Expert’s explanation) in each square. Divide the students into two teams. When a team chooses a square, they have to respond to the example in a specified way, or use it in a sentence. If their answer is correct, they get a nought or a cross – if not, they skip their turn. At the end of the game, students can read or listen to the Grammar Expert’s explanation in order to correct errors made during the game.
5. **Expanded Noughts and Crosses** – This game works on the same principle as Noughts and Crosses above, but is suitable for larger classes as it involves three or more teams. Instead of a standard 3 X 3 noughts-and-crosses grid, make a 4 X 4 grid or even a 5 X 5 grid. Divide students into three or more teams, and instead of using the nought and cross symbols, have each team choose its own symbol (stars, hearts and smiley faces are popular choices). Then follow the instructions for Noughts and Crosses above.
6. **Sentence Auction** – Make a list of sentences from the *Using the Grammar* page. Pick some correct sentences, and some with errors. Give each student (or pair of students) some ‘money’. The students ‘bid’ on each sentence, and the highest bidder ‘buys’ the sentence. The winner of the game is the student who buys the highest number of correct sentences. At the end of the game, have the students look back at *Using the Grammar*, and see which sentences are correct.
7. **Scrambled Sentences** – Take example sentences from the Grammar Expert’s explanation, and mix the words up. The students have to re-order the words to make correct sentences. After the exercise, students can look back at the Grammar Expert’s explanation and find the answers.

8. **Multiple Scrambled Sentences** – Take two (or even three) example sentences from the Grammar Expert’s explanation, and mix all the words together. The students have to reconstruct the original sentences. After the exercise, students can look back at the Grammar Expert’s explanation and find the answers.
9. **Mingling Activity** – Students get up and move around the classroom, asking as many other students as possible a series of questions using the target grammar (you can allow them to make notes at this stage, or insist they use memory only, depending on level and the difficulty of the grammar). Afterwards they sit down again and, alone or in pairs, try to reconstruct the information they have learned into grammatically-correct sentences about classmates.
10. **Lying Game** - Prepare three sentence prompts using the target language, and ask each student to write three sentences about him / herself. Each student then reads his or her sentences aloud, and the other students have to guess which of the three sentences is a lie. To extend the speaking activity further, allow the listeners to ask yes / no questions after they have heard the three sentences. The reader must answer all the questions, but he / she should tell more lies about the untrue sentence, to try and deceive the listeners.
11. **Backs-to-the-board** - (Warning! This is a particularly challenging exercise!) Students work in pairs or small groups. Have one ‘volunteer’ from the group turn his/her chair around to face away from the board. Then write on the whiteboard one example sentence from the Grammar Expert’s script or from the *Find Out More* section. The members of the group must communicate this sentence to the ‘volunteer’ without using *any* of the content words or target language. The first volunteer who can reproduce the sentence on the board *exactly* without looking round scores a point for his/her team.
12. **Grammar Challenge in the classroom** – Students work in groups of three. One plays the role of the presenter, one is the ‘student’, and one is the Grammar Expert. Together, they role-play an episode of *Grammar Challenge*. You can have students re-enact a *Grammar Challenge* they have already studied, or you can role-play a *Grammar Challenge* on a different grammar point.