

Teaching Ideas:1gambits

- ✓ elicit gambits from students prior to handing out gambit sheet; have a contest to see which team guesses the most from the list.
- ✓ in pairs or groups, make students responsible for suggesting expressions belonging to only one gambit aspect (e.g. "99% CERTAIN")
- ✓ have students organize gambits into formal or informal columns

2warm-up

- ✓ each student in a pair can have his own "photo sheet" (with or without answers) or photos can be put on a overhead or placed around the room
- ✓ each "guess card" is different and can be assigned to a student for controlled practice, or to a picture for more varied gambit practice.
- ✓ mugshot descriptions can be found in the Teacher's Pages

3discussion

- ✓ cut questions into strips and a) post them around the class or school for a "run-read-ask" relay or b) put the strips in a bag or basket or c) do a "strip-exchange", in which students each have one question and, after asking one student, exchange questions with him/her and move on to another student. Repeat until everyone has heard and asked most questions.

context1

- ✓ "body diagram" can be played as a game of "Simon Says" (e.g. Simon says: touch your bum) OR pairs can stick vocabulary post-its on their partners' matching bits OR a version of the game of "Twister" (e.g. put your armpit on the red circle) OR the diagram can be enlarged for the wall and teams have a colour-coded vocabulary relay race to place the vocabulary in the right spot!
- ✓ this context is vocabulary heavy, so depending on the level, you might want to leave the Pre-Activity #2, 3, and 4 for review of body parts the next day and THEN start the Function Practice
- ✓ if students are slow to speak or truly have no body issues to talk about, consider bringing in, or having as back up, pictures of people with weird stuff on them (medical books and journals are a good source; dermatology websites are great too:
e.g. <http://www.lib.uiowa.edu/hardin/md/dermpictures.html>)

context2

- ✓ bring in pictures/movies which exhibit stereotyped images to introduce concept
- ✓ be conscious of cultural sensitivities, but explore them!