

serve as warmers, fillers, or get-to-know-you activities. For example,

- Have a different student give a short presentation on a topic of their choice at the beginning of each lesson.
- Pick a topic at the beginning of the class and brainstorm vocabulary. Then talk about the topic with the whole group for ten minutes. Alternatively, the students can talk in pairs or in small groups.
- Brainstorm vocabulary on a certain topic, then write the words on cards. Use the cards to play vocabulary guessing games. The students can either describe, mime or draw the word.

Here are some examples of what students might be able to say at various levels.

Topic: music

- A1: I like pop music. I often go to concerts at the weekend and I'm going to a Lady Gaga concert next month.
- A2: I'm interested in rock music. I've been to three U2 concerts. I love them!
- **B1**: \blacktriangle I don't mind listening to pop music, but I prefer jazz. If I had the money, I'd go to the Newport Jazz Festival next year.

Topic: pets

- A1: I have a dog. Her name's Elsa. I often walk her in the park.
- A2: I was walking my dog in the park last weekend when he ran away. I've been looking for him for three days.
- − B1: ▲ My son told me that he wants a dog for Christmas. I think that's a bad idea.





Hueber Freude an Sprachen