

免費英文講義 | 英文老師備課 Warm-Up 與 Exit Ticket 課堂活動包

英文老師免費備課資源：暖身活動、Exit Ticket、Fast Finishers 課堂活動講義 | Teacher Resource / A2-B1 | JY 免費英文講義

Teacher-friendly lesson: HTML page, PDF preview, vocabulary flashcards, speaking practice, quiz, and answer key.

Lesson Overview 課程重點

This free teacher resource helps English teachers start and finish class with clear routines.

Students practice short warm-up questions, exit tickets, reflection sentences, and extension tasks for fast finishers.

The material is original classroom content informed by oral language, A2 preparation, pair work, and warm-up activity sources.

Reading 閱讀

Reading 1 | Start Class with a Small Win

Many English classes begin with students arriving at different times. Some students are ready, but others are still looking for their books or talking to friends. A clear warm-up can help the whole class enter English mode quickly.

A good warm-up is short, simple, and connected to the lesson. For example, the teacher writes one question on the board: What did you do after school yesterday? Students write three words first. Then they tell a partner one sentence. After that, the teacher asks two students to share.

This routine gives students a small win before the main lesson. They do not need to speak perfectly. They only need to use one sentence and one example. For A2 students, the teacher can give a frame: I ____ after school because _____. For B1 students, the teacher can ask a follow-up question.

When warm-ups repeat every week, students feel less nervous. They know what to do, and the teacher does not waste time explaining many new rules. A simple start can make the rest of the class smoother.

Reading Check

1. Why can the beginning of class feel messy?
2. What makes a warm-up useful?
3. What question does the teacher write on the board?
4. Why do repeated warm-ups help students?

Reading 2 | End Class with an Exit Ticket

At the end of class, teachers often want to know what students learned. Asking Does everyone understand? is quick, but it does not always give enough information. Some students say yes because they want to leave. Others are still confused but do not want to speak in front of everyone.

An exit ticket is a short answer students give before they leave. It can be written on paper, in a notebook, or in an online form. The teacher can ask: Write one new word, one sentence with the word, and one question you still have.

The next day, the teacher reads the answers and chooses one common problem to review. If many students cannot use a word correctly, the teacher can begin the next class with a two-minute practice. If students ask many different questions, the teacher can make a short FAQ on the board.

Exit tickets help teachers see learning more clearly. They also teach students to reflect. A class does not end only when the bell rings. It ends when students can say, I learned this, and I still need help with that.

Reading Check

1. Why is Does everyone understand? not always enough?
2. What is an exit ticket?
3. What three things can students write on an exit ticket?
4. How can the teacher use exit tickets the next day?

Reading 3 | Prepare Tasks for Fast Finishers

In every class, some students finish early. If they only wait, they may get bored or start talking loudly. Fast finishers need meaningful extension tasks, not just extra busy work.

A useful extension task should be short and connected to the lesson. After a reading activity, fast finishers can write two quiz questions for classmates. After a vocabulary activity, they can make one example sentence and one wrong sentence. Their partner must find and correct the mistake.

Fast finishers can also help the class without becoming the teacher. They can check a partner's spelling, ask a follow-up question, or prepare a mini role-play using today's words. The teacher should give clear choices, so students know what to do without asking again and again.

These tasks make classroom time more useful. Stronger students stay active, quieter students get partner support, and the teacher has more time to help students who need extra explanation.

Reading Check

1. What may happen if fast finishers only wait?
2. What should a useful extension task be connected to?
3. What can fast finishers write after a reading activity?
4. How do extension tasks help the teacher?

Vocabulary 單字解析

Word	Part	中文	Easy meaning	Example
warm-up	n.	暖身活動	a short activity at the start of class	We start class with a five-minute warm-up.
routine	n.	固定流程	something you do in the same way many times	The warm-up routine helps students know what to do.
instruction	n.	指令	information that tells someone what to do	Please listen to the instruction before you start.
timer	n.	計時器	a tool that shows how much time is left	The teacher sets a timer for two minutes.
partner	n.	夥伴	a person you work with	Tell your partner one sentence.
exit ticket	n.	課末檢核單	a short answer students give at the	Write one new word on your exit ticket.

			end of class	
reflect	v.	反思	to think carefully about what you learned	Students reflect on what was easy and difficult.
review	v.	複習	to study something again	We will review this word tomorrow.
confused	adj.	困惑的	not understanding something clearly	Some students feel confused after the lesson.
extension	n.	延伸任務	an extra task that continues the lesson	Fast finishers can do an extension activity.
spelling	n.	拼字	the correct letters in a word	Check your partner's spelling.
meaningful	adj.	有意義的	useful and important	Students need meaningful practice, not busy work.
follow-up	adj.	後續的	coming after the first question or action	Ask one follow-up question.
smooth	adj.	順利的	happening without problems	A clear routine makes class smoother.

Teacher Dialog 課堂指令對話

Dialog 1 | Starting a Warm-Up

Teacher: Good morning. Please look at the board.

Teacher: Today's warm-up question is: What did you do after school yesterday?

Student: Do we write full sentences?

Teacher: First, write three words. Then make one sentence with your partner.

Student: How much time do we have?

Teacher: You have two minutes. I will set the timer now.

Dialog 2 | Sharing with a Partner

Amy: I played basketball after school yesterday.

Ben: Where did you play?

Amy: I played at the park near my home.

Ben: That sounds fun. I stayed home and reviewed English.

Amy: What did you review?

Ben: I reviewed today's vocabulary words.

Dialog 3 | Writing an Exit Ticket

Teacher: Before you leave, please write an exit ticket.

Student: What should we write?

Teacher: Write one new word, one sentence, and one question.

Student: Can my question be in Chinese?

Teacher: Yes, but try to write the new word in English.

Student: Okay. I want to ask about the word meaningful.

Dialog 4 | Helping Fast Finishers

Teacher: You finished early. Please choose one extension task.

Student: Can I write quiz questions?

Teacher: Yes. Write two questions about the reading.

Student: Should I write the answers too?

Teacher: Yes, and ask your partner to try them later.

Student: Great. I will make one easy question and one challenge question.

Activity Cards 活動卡

Activity 1 | 3-2-1 Warm-Up

Time / Level: 6-8 minutes | A2-B1

Goal: Help students enter English mode with low pressure.

Steps

- Write one familiar question on the board.
- Students write three keywords, two useful words, and one sentence.
- Students share the sentence with a partner.
- Ask two students to share one partner idea.

Useful Language

- I wrote ____ because ____.
- My partner said ____.
- One useful word is ____.

Activity 2 | Exit Ticket: Word, Sentence, Question

Time / Level: 5 minutes | A2-B1

Goal: Check learning at the end of class.

Steps

- Give each student a small paper or online form.
- Students write one new word from class.
- Students write one sentence with the word.
- Students write one question they still have.
- Teacher reviews common problems before the next lesson.

Useful Language

- Today I learned the word ____.
- My sentence is ____.
- I still have a question about ____.

Activity 3 | Fast Finisher Choice Board

Time / Level: 5-12 minutes | A2-B1

Goal: Keep early finishers active with meaningful work.

Steps

- Put three extension choices on the board.
- Students choose one task after finishing the main work.
- They make two quiz questions, one mini dialog, or two example sentences.
- Students share their work with a partner.

Useful Language

- My question is ____.
- The answer is ____.
- Can you correct this sentence?

Speaking Practice 口說練習

1. Tell your partner one warm-up question you can use for a school life lesson.
2. Role-play: Student A is the teacher. Student B asks about the warm-up instructions.
3. Explain why exit tickets can help a teacher plan the next class.
4. Make one exit ticket question for a vocabulary lesson.
5. Create two extension tasks for fast finishers after a reading activity.
6. Use the frame: This activity is useful because _____. One possible problem is _____.
7. Ask and answer: What do you usually do when you finish classwork early?
8. Teacher practice: Give clear instructions for a two-minute pair activity.

Practice / Quiz 練習題

1. Reading 1: Why can a clear warm-up help at the start of class?
2. Reading 1: What is one sentence frame for A2 students?
3. Reading 2: What is an exit ticket?
4. Reading 2: Name three things students can write on an exit ticket.
5. Reading 3: Why should fast finishers not only wait?
6. Reading 3: Give one useful extension task.
7. Vocabulary: A fixed class process that repeats is a _____.
8. Vocabulary: To think carefully about what you learned means to _____.
9. Speaking: Write one warm-up question for a food lesson.
10. Teacher task: Write one clear instruction for a pair activity.

Answer Key 答案

1. Reading 1: Why can a clear warm-up help at the start of class? -> It helps students enter English mode quickly and gives them a small win.
2. Reading 1: What is one sentence frame for A2 students? -> I ____ after school because ____.
3. Reading 2: What is an exit ticket? -> It is a short answer students give before they leave class.
4. Reading 2: Name three things students can write on an exit ticket. -> One new word, one sentence with the word, and one question.
5. Reading 3: Why should fast finishers not only wait? -> They may get bored or start talking loudly.
6. Reading 3: Give one useful extension task. -> Possible answer: write two quiz questions, make example sentences, or prepare a mini role-play.
7. Vocabulary: A fixed class process that repeats is a _____. -> routine
8. Vocabulary: To think carefully about what you learned means to _____. -> reflect
9. Speaking: Write one warm-up question for a food lesson. -> Answers will vary. Example: What did you eat for breakfast?
10. Teacher task: Write one clear instruction for a pair activity. -> Answers will vary. Example: Talk with your partner for two minutes and write one idea.

Source Notes 資料來源說明

This original classroom handout is informed by oral language, A2 preparation, pair work, group work, and warm-up activity resources.

- Education Endowment Foundation - Oral language interventions: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>
- Cambridge English - A2 Key for Schools preparation: <https://www.cambridgeenglish.org/exams-and-tests/key-for-schools/preparation/>
- British Council TeachingEnglish - Pairwork and groupwork: <https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/articles/pairwork-and-groupwork>
- British Council TeachingEnglish - Warmers, fillers and coolers: <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/pre-intermediate-a2/warmers-fillers-and-coolers>