

# Warmups and Reviews



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Engaging your student's minds during class is key to students retaining what they learn. To help students get the most out of each lesson, begin with a fun and active *warm-up* or *review*. So, what's the difference between a warm-up and a review?

A *warm-up* is something that wakes up the brain, getting it ready to **learn new things**—in this case, English. A *review*, on the other hand, helps students use their brains to access **previously learned** concepts. Both are excellent ways to start your class and makes things fun, which will keep them coming back.

## Warm-up Example

At the beginning of a semester, a “Getting to Know You” warm-up is simple and effective; and it will help you assess student speaking and listening skills. The following is a simple warm-up I use in my own classes.

1. Introduce yourself. Write on a whiteboard, “My name is... I am from... I am married, I have...children...”
2. Ask students to introduce themselves, using the sample sentence structure on the board.
3. For higher levels, students work in pairs asking each other the questions, writing the answers on a prepared worksheet and then introducing their partner to the whole class.
4. To relate the warm-up to your lesson, prepare a worksheet with various country flags for students to cut and paste onto cardstock with facts about their country. Then students present it to the class.

## Review Example

Grammar reviews work best to review a previous lesson, giving students time to practice what they learned. The following are a few ways to get started with grammar reviews.

1. Review previous content, such as the verb *to be* in present or past tense.
2. Write the verb on the whiteboard with the pronouns only. Then have students come to the board and write the correct verb conjugation. Or, write the correct verb conjugation and have students write the correct pronoun in front of the correct verb conjugation. This is a good way to get them out of their seat, which is good to wake them up to learn.
3. Use the review to move forward into the lesson with a speaking or writing task. Ask individual students questions related to the lesson topic. If family is the topic, ask them their husband, wife or children's names. Then they answer using the verb *to be* in the present tense. This can be modified for higher levels, using other verb forms. Or, for very low levels, students can copy the verb conjugation into their notebooks. As well, reading a simple story, with the present tense verb, is a good way to practice and remember what they have learned.

For more help, or to contribute to **Teaching Tips**, contact Darlene at [events@eslcooperative.ca](mailto:events@eslcooperative.ca)