**Nine Simple ‘Engage’ Tasks**

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| **Quotation retrieval**Ask students to make a start on the reading for the lesson (e.g. the beginning of a new chapter) and then get them to retrieve quotations based on a handful of statements or plot points. |

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| **Correct a passage**Take a decent paragraph of commentary or analysis from a book or website (e.g. the BL website), edit it so there are a few errors (e.g. spelling and capitalisation mistakes), and then get students to make the corrections. |

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| **Correct the spellings**Misspell five or so tricky or unfamiliar words and get students to copy and correct them (or mix them up with words that are already spelt correctly). |

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| **Make connections**Choose a relevant image and get students to make a list of connections with the text they are studying (e.g. a picture of a deserted street for *Jekyll and Hyde*). |

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| **Complete the quotation**Pick five or so incomplete quotations from a text – either recently studied or read a while ago – and ask students to finish them off. |

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| **Identify the quotation**Pick a quotation from a current or previous text, display it on the board, ask students to locate the page number and then discuss its significance. |

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| **Vocabulary challenge**Create a list of relevant tier two or tier three words and ask students to use them to write a series of their own short sentences. |

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| **Thinking back**Take a big question from a previous lesson, display it on the board and get students to make brief notes on everything they can remember. |

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| **Contentious statement**Display a contentious statement on the board – something connected to the lesson itself – and get students to think about it before moving onto a discussion (e.g. Gerald from *AIC* did nothing wrong). |