**Ten Simple Review Activities**

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| **Letters on the board**  Choose a selection of letters and ask student to find fitting adjectives that describe a particular character. For example, take the letters B, F, I and T for Macbeth: brutal, flawed, insecure and tyrannical. |

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| **Find the page**  Read out a quotation or a short passage from one of the texts and then ask students to find the relevant page number. |

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| **Find the quotation**  Pick a range of adjectives that describe a particular character or identify a key theme and get students to find supporting quotations. |

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| **Similarities and differences**  Choose two or more characters and ask students to make a list of all the similarities and differences they can think of within a short period of time. |

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| **Five to one**  Pick five characters and ask students to choose five adjectives for the first character, four for the second, three for the third, and so on. |

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| **Odd one out**  Create a list of words and get students to choose the one that is the least connected to the text. For example, take the novel *Jekyll and Hyde* and these five words: respectability, blackmail, crime, tyranny and violence. |

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| **Explain why I’m wrong (or right)**  Write a contentious statement on the board and get students to find evidence from the text to help explain why it’s wrong (or right). For example: Birling’s reaction to the Inspector’s questions shows that he is remorseful. |

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| **Fifty words**  Students write a fifty(ish) word summary of a chapter or scene, theme, character or aspect of context, and then feedback. |

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| **Pick a word**  Pick three adjectives and get students to explain why one of them is more relevant than the other two. For example: ruthless, calculating and domineering to describe Lady Macbeth. |

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| **High five**  Students write down five really decent points about a particular aspect of a text – could be on a particular character, a theme or context. |