



PREDICT BEFORE YOU READ

Use what you already know to make informed predictions.



THE IDEA

Good readers use what they already know to predict what a text might be about.

Making predictions activates background knowledge, sets a purpose for reading and helps you notice key information more quickly.



IN THE CLASSROOM

Show students a title, image or diagram and ask: "What do you think this text will be about?"

Record and compare predictions in pairs or small groups.

Ask students to give reasons for their predictions.

Return to the predictions after reading to check which were correct and why.



1 LOOK AT THE CLUES

Before reading, look at the features of the text and predict what it might be about.

- title and headings
- images, diagrams or graphs
- key words in bold or italics
- the source (e.g. article, report, website)
- your own subject knowledge

Renewable energy is growing worldwide



2 MAKE PREDICTIONS

Use the clues and your own knowledge to predict:

- What is the main idea?
- What information might be included?
- What is the writer's purpose?
- What questions do I expect to be answered?

- I think this text might explain ...
- It might compare ...
- I expect to learn about ...



3 READ AND CHECK

Read the text and compare it with your predictions.

- Which predictions were correct?
- What new information did you learn?
- Why were some predictions different?
- How did your background knowledge help?

My predictions

Before reading	After reading
The text will explain ...	✓
It will compare ...	✗
It will include ...	✓



EAL UPGRADE

Pre-teach key vocabulary from the title or images and use it to make predictions (e.g. energy, growth, increase, compare).



TRY IT TOMORROW

Choose a short subject text. Show only the title and image. Ask students to make three predictions and give reasons. Read the text and check.



TEACHER LANGUAGE

"What do you think this text will be about?"
 "What makes you think that?"
 "Which parts of the text confirmed or changed your prediction?"