Activity 10: Making Predictions
# Making Predictions

**CEFR Level:** B2 (13 – 14 year olds)

<table>
<thead>
<tr>
<th>Activity Aims:</th>
<th>Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Make predictions based on contextual clues in a text.</td>
</tr>
<tr>
<td></td>
<td>• Complete a story based on predictions made.</td>
</tr>
<tr>
<td>Strategy/Pedagogy</td>
<td>• Directed Reading and Thinking Activity (DRTA).</td>
</tr>
<tr>
<td></td>
<td>• Making predictions, making inferences, and contextual clues.</td>
</tr>
<tr>
<td>Short Description</td>
<td>Students make use of inferential skills and contextual clues to make predictions in a story. The questions guide the reader to anticipate what may come next.</td>
</tr>
</tbody>
</table>
1. Teacher balances an object on the very edge of the table. Ask the class what they predict will happen. Most students will say that they predict that the object will fall off the table.

2. Help the students to understand that what they have done is make a prediction based on clues that they gathered from the way the object was positioned. They used clues found in their context to make a judgment.

3. Next show a picture of a couple of book covers and get students to predict what the story might be about.

4. Help them to understand that writers also leave us such clues in their writing.
Main Activity – Part 1

1. Before the lesson, print copies of the handout (one for each student) but cut it into sections. Give students one section at a time.

2. Give students the first section of the handout (title only). Have them predict what they think the story may be about. Write their responses on the board to compare later.
3. Pass them the second section of the handout. Read the story with the class. Have students take turns to read each paragraph aloud to the class. Pause after each section and go through any vocabulary or phrases that the students may find difficult to understand.

4. Ask students the questions in the margins. Students may discuss the answers as a class, in small groups, or individually.

5. Once students have predicted the events of the next paragraph or of the story, write their answers on the board so that they are visible to the whole class. Ask students what clues in the passage led to their predictions.

6. Complete the whole story in the same way.
Main Activity – Conclusion

7. At the end, compare the predictions made by the students with the events in the story. Were their predictions accurate? Why were predictions similar/or different?

8. Students will then complete the whole story. What happens next now that the flight has been postponed?

9. You may add some more guiding questions if the class needs additional help.
Extension Activities

1. For weaker students, provide them with a shorter version of the story.
2. Consider highlighting some clues in the text for weaker students.
3. Provide fewer guiding questions for stronger students.