

Warm up

Remind students of the work they have already done on effective reading (*C21 English for the 21st Century*, Level 5, Unit 7). You might want to point out that prediction is also a skill they have practised in listening. Ask them what they think they might benefit from predicting what a text contains. Elicit or prompt with any idea that suggests how predicting prepares the mind to receive new information.

Write the following up on the board:

Academic study skills: everything you need to know

Ask students to imagine that they have seen this heading. What would they expect to read in such a text? Elicit or prompt with some of the skills that students have already covered in this series. Some students might suggest that there would be a breakdown of skills (perhaps in order of usefulness). Other content could include the type of information on their Factsheets, such as:

What is this skill? / What are the key features? / How do I acquire it?

Tell the class they are going to look more closely at the skill of predicting. Your students may all be studying different things, and so they may have different academic requirements. As you discuss their answers, ask them to talk about what kinds of headings they might have to process in the course of their own studies.

Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Theory to practice

In the exercise, students are given the bare minimum of information to base their predictions on. It is essential for students to understand that it doesn't matter if their predictions are wrong. Impress upon them that this is all part of the learning process. Also, remind them that the fact that they have made predictions is helpful in itself, regardless of accuracy.


Suggested answers

- 1 I expect this text to be about problems facing the planet, and to contain information about overpopulation/mining/deforestation.
- 2 The article is probably about advantages and/or disadvantages of having workers from different generations in a job.
- 3 The article probably suggests steps to help you define and achieve your goals.
The steps might include different types of goals / ways of measuring success, etc.

Using the Worksheet

Practice


- 1 **Look at only the heading and the photographs. Predict what you expect to read about.**
 - Point out that students are going to practise predicting using an extract from the previous level of the *C21 English for the 21st Century* Course Book. Aim to get a fast response without giving students too long to think. Not all students will respond quickly, but reassure them that you're not looking for anything really challenging and there are no right answers.
 - Elicit answers that mention *multitasking*, *keeping your mind on the job*, *meditating*, etc.
- 2 **Read the first sentence. Would you like to change any of the predictions you made in Exercise 1?**
 - Now ask students to read the first sentence, combine that information with the heading and the photographs, and say whether they have anything else to offer in the way of prediction. Some students might not want to change, while others might have revised their prediction (to take into account the context of *mobile technology*). Point out that revising their prediction is perfectly normal, and something we do all the time.

- 3**  Which of the following sentences would you expect to find in the article? You can choose more than one. Discuss the reasons for your choices.

- Explain the task. Give students a minute or two to choose. They can compare with a partner after this.
- Elicit answers, encouraging discussion of and justification for all suggestions.

Answers

a and c are taken from the original article. However, all of the sentences *could* belong in the same article depending on how long it is and the exact direction taken. If students have chosen b, d or e, point out that they are not wrong, but less likely. The important thing is that answers are acceptable if the student can justify them.

- 4**  Look at the visual material below and on the next page. Imagine that each pair of images has been chosen to accompany an article. Discuss how the images might be linked and what kind of article they might accompany.

- This task encourages students to think only of visual material that accompanies a text. You might like to point out that often, a great deal of research goes into finding a picture (and a photo is often commissioned) so that it provides just the right impression of the content. Equally, students might benefit from being warned that the opposite sometimes happens, and inappropriate visuals accompany texts, either through a lack of care/expertise or to deliberately attract readers.
- If you wish, students can do the task in pairs. When everyone has had the chance to look at the material, elicit suggestions.

Suggested answers

- a Students should be able to forge a link between a car exhaust and a city dweller wearing a mask. They suggest a text about air pollution.
- b This is slightly harder, but the link is supposed to be that poor education leads to a rise in crime.
- c The article is probably about how ships, especially cruise ships, pollute the ocean.
- d These images suggest smaller, portable devices replacing the computers we used to have.

- 5** Read the end of the paragraph below and tick the sentences (a–f) that could naturally begin the following paragraph. You may tick more than one sentence.

- Point out that predicting content is also useful when you read a section and try to guess what's coming next. This task looks at logical continuation within a text.
- Allow two or three minutes for students to attempt the task on their own. After that, they can compare with a partner.
- Elicit suggestions, asking other students if they agree, saying why / why not.

Suggested answers

Students can most easily justify a, c, e or f as logical ways to begin the next paragraph, whereas b is harder to justify because it refers to a relevant idea from several decades before 1993. It is not impossible, however, as texts can be written with 'flashbacks' to earlier times. It is very hard to justify d, however, as it refers to prehistory, before humans existed.

Reflect

- 6** Based on the information you have discussed on this Worksheet, complete the checklist below.

- Encourage students to look back over the Factsheet and the Worksheet.
- Point out that, once they find the missing points, they will have a useful checklist that they can use in their own studies.

Suggested answers

How students express the following ideas is unimportant, just so long as they will remember to use them in their own academic work.

- What do the photos/illustrations suggest about the content?
- Do the diagrams/graphs seem relevant to your needs?
- What do the headings/titles suggest about the content?