

Anticipation Exercise
Reading Comprehension Strategy

This is a comprehension strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. This strategy also stimulates student interest in a topic and sets a purpose for reading, listening or watching. It teaches students to make predictions, anticipate and verify predictions. They will connect new information to prior knowledge. Anticipation exercise can also provide a focus for students during the reading, listening, watching or information gathering process.

Suggested Learning Outcomes

OL1: Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading... imagining, speculating

OL2: Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas

R3: Use a wide range of reading comprehension strategies ... to retrieve information; to link to previous knowledge, follow a process or argument, ... link main ideas; to monitor their own understanding; to question, analyse...

W3: Write for a variety of purposes, for example to analyse, evaluate, imagine... comment on what they have heard, viewed and read

Possible Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being literate

Instructions

The teacher writes 4/6 statements about key ideas in the text, some true and some false. It is better to keep the number of statements small.

Display 2 columns on the board, a large sheet or in students' copies labelled 'Agree' and 'Disagree'.

The teacher or a volunteer might then read aloud each of the statements and ask the students to decide if they agree or disagree. Some time needs to be given to discussion here so that students can justify their responses. The emphasis is not on right or wrong answers but on sharing what they know and making predictions.

At this point, students might read a paragraph, listen to a song or watch a scene from a film.

Students then revisit each statement and reassess whether they agree or disagree.

Feedback can be taken from the whole group at this stage – ask if there are any surprises or other observations.

Students can be paired up, or squared up (2 pairs make a group of 4) to compare answers.

Anticipation Guide

Before reading		Statement	After reading	
Agree	Disagree		Agree	Disagree
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		

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