In the present study, we shall use the more widely accepted and less awkward term 'guessing.' However, in this study as in other previous research, the term 'guessed' is used to refer to the skill of 'guessed' or 'guessed-word' use.

Guesstimation, which characterizes intelligent reading, is a central part of the reading process and may only differ slightly from the inference and modulation of context. The guesstimation process is similar to guessing words from context and is better than the word-guessing process. However, this study as in other previous research, the term 'guessed' is used to refer to the skill of 'guessed' or 'guessed-word' use.

Hornbyfield (1977) also suggests the use of modulated closer as a way to predict guessing words without context. We now have a way to check the meaning of the words, etymology, etc., without context. The new studies show that a large proportion of the unknown words can be successfully dealt with in this way.

I. Previous Studies

Stebert (1974) carried out two studies to show the effectiveness of guessing words. The previous studies on guessing words from context indicate that a large proportion of the unknown words can be successfully dealt with in this way.

Although the skill of guessing words from context is widely acknowledged, its ability and effectiveness have not been thoroughly studied. This study aims to elaborate on the guessing word-meaning process. This study attempts to elaborate on the guessing word-meaning process.
undeserved influence upon a city.

Given a negative fact, h is like that a typhoon will have some kind of negative or neutral, many others can be assigned a positive or a negative value. Thus, a very interesting to explore why they can be assigned an extraordinary influence upon a city.

Typhoon Vera did something to Keeling. Although many ways can be considered as

Typhoon Vera Very Keeling

capable may be unattainable but can be adequately interpreted according to the formula:

2. Knowing the part of speech of the word then allows one kind of analysis to take place

speech of the thing in question.

I. Guessing the meaning of words from the immediate context can be approached from a

number of direction but all of them benefit from the learner first establishing the part of

that the guess is correct. Let us now look at each step in detail.

The third step (1:10) of the verb context of the word initially produced the set of choices. The

Third step (1:10) of the verb context of the word initially produced the set of choices. To look at the immediate grammar context of the word, and checking the set of choices with 10 or 15 words to be guessed, the range was 50—85%. In the context of the word, each word was assigned to each word in the context of the word, and each word was assigned to each word in the context of the word with 50—85% of the total context of words, but as is given here, it is worth making sure that each step is taken. The first step is to

The following strategy consists of four steps. They need not be taken in exactly the same

3. A strategy

unknown words cannot be guessed from context. Let us look now at a strategy for doing

therefore, every learner can achieve a similar score with training. In any language, very few of the

learner who can guess a word is in a context of about 80% of the proportion of unknown words,

Each word in a context of about 80% of the proportion of the proportion of unknown words,

Our experience shows that learners with a vocabulary of around 3,000 words are capable of

2. The present study

learn to the way without using a dictionary or glossary.

 incidental by meeting it in context, and concluded that a large quantity of new words could be

similar grammatical class, the sentence structure, association of ideas, use of deduction, and clues found. In

Subjects suggested that classification could be based on the basis for each.

the general meaning of a paragraph, each of which was more sub-classified. The

process involved in classification. This resulted in the classification of data, namely word

Sebert also tried to investigate the conditions under which guessing is possible and the manual

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The positive/negative concept can also be applied to the use of contrast or concession.

The same way as cause and effect.

Conditional parts - sentences containing if-ness, provided that etc. can be handled in
negative value. A clue here is that, however, the meaning of a particular word in that class.
neither term is in the base. In general these can be expected to have positive or
photography). An awareness that a particular class can be expected to have positive or
causes in this instance. Minimizing effects (good
does not warrant a need for contrarian effects (good.

Cueswork is helpful in cases where two or more parts of the sentence are where a negative-type

While it is interesting to know the exact meaning of peel.

something in some way. All these are sufficiently close for adequate comprehension, since it is
understandable with a picture. However, it is also possible to infer that the effect is clearly not
a determinant of meaning, but it is not possible to infer a figure taken from a clear picture.

Kind of event would prevent a clear picture being taken in contrast. Where negative things can be
an effect, the clear picture of a peel is expected to be made if the effect is understood. In this case, the
picture is not a determinant of meaning, but it is a figure taken from a clear picture.

Because the peel is clearly not a determinant of meaning, but it is a figure taken from a clear picture.

The short passage contains a cause and effect unit in its first half and a contrast (or

following type of analysis can provide a strategy for guessing them.

The apparent to be a diamond-shaped thin and small, like a neck. (Christ found in.

Because of the peel, the peel is clearly not a determinant of meaning, but it is a figure taken from a clear picture.

Monstros:

of teaching the guessing process. The sentence is from an article about the local news.

The following example of cause and effect and contrast in combination illustrates one way

on a broad scale and valuable in the guessing of individual words.

sentences and between one sentence and another is both essential to the reading process itself.

sentence (see Appendix). To make lessons more of the connection between parts of
meaning (see Appendix). A clue here is that, however, the meaning of a particular word in that class.

The pictorial parts which accompany such areas of importance being the case and contrast.

When choosing the elements of importance, the context of importance is the immediate environment of a word.

The idea of an unknown word having a positive or negative value can be useful, also.

has a positive or negative value for adequate comprehension to take place.

This is a distinguishing factor. In many cases, the difficulty is distinguishing the unknown word
in isolation from the language the reader uses in isolation. The unknown word in isolation for a

other learners is not to be over-concerned about exact meaning, too. But when the reader is a

open situation to speculate on the general meaning of a word. Indeed, it is a useful technique
of guessing. However, the fact is that for a general meaning of a reading passage it is

Learners should be able to produce such ideas, as damage, or desire. Later sentences may

The precise meaning of of damage cannot of course be reached by this type of guessing, but

CUESWORK THE MEANINGS OF WORDS

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In terms of contrast and inclusion, this passage can be broken down as follows:

- **At the present time, the world has plentiful supplies of stored-source energy, but a substantial diminishing of oil and natural resource such as oil will be severely diminished by the end of the century.**

  - **By the end of century, the use of oil and gas cannot be expected to be plentiful,** the evidence for plentiful supplies of stored-source energy, but a substantial diminishing of oil and natural resource such as oil will be severely diminished by the end of the century.

- **Because of the current value, but in fact, these relations to box live, because of the contrast and four are the same value, but the postbox these relations to box open, because of the contrast and inclusion there's similar value, the and before the contrast box might indicate that box's these relations.**

  - **Furthermore, the world has plentiful supplies of stored-source energy, but a substantial diminishing of oil and natural resource such as oil will be severely diminished by the end of the century.**

- **The teaching of the idea of inclusion can further expand the framework for grasping.**

- **Useful to teach a basic list of the words which mark such relationships.**

- **While not all contrast pairs can be analyzed effectively in terms of positive or negative, a way.**

### Table

<table>
<thead>
<tr>
<th>Use</th>
<th>Restraint</th>
<th>Laws</th>
<th>although and</th>
<th>Supplied</th>
<th>Supplied</th>
<th>Source of energy (Inclusion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
</tbody>
</table>

- **Furthermore, the world has plentiful supplies of stored-source energy, but a substantial diminishing of oil and natural resource such as oil will be severely diminished by the end of the century.**

### Diagram

```

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- **Because of the current value, but in fact, these relations to box live, because of the contrast and four are the same value, but the postbox these relations to box open, because of the contrast and inclusion there's similar value, the and before the contrast box might indicate that box's these relations.**

- **Furthermore, the world has plentiful supplies of stored-source energy, but a substantial diminishing of oil and natural resource such as oil will be severely diminished by the end of the century.**
The errors that learners make when guessing words from context give interesting insights

Steps for guessing:

1. Substitute your guess for the word in the passage and see if it makes sense.
2. Check that the part of speech of the meaning that you have guessed is the same part of

There are three ways of checking:

1. After the learner has gone through the three previous steps of part of speech, immediate

Guessed and it shows them the need for a comprehensive understanding of meaning all is necessary in many

The immediate meaning the learner confuse the many words can be identified

Thus, stop in密切关注 meaning (guessed) is very close (because similarity

down stop? Percentage on other words might differ, the degree of self-confidence

can happen to the use of cold.

— until

Thus, "What is a reflexive verb?" Learn, a reflexive verb can happen to of the end of the

referred to, the general idea is clear enough. Similarly, referred to expected

Diminished can be expected to lose a reflexive value (particularly as linked with meaning)

GUESSING THE MEANINGS OF WORDS

marked by although, An awareness of the broad areas of meaning represented in

whether glance or individual words in the way already described.
The guess is made, people in the classroom are ready to work on their own.

To guide the learners through the steps, some type of answer sheet or exercise format can be used. Here is an example.

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Immediate Environment</th>
<th>Relationship</th>
<th>Guess (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Improvised</td>
<td>Ill-fated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The guess is made, people in the classroom are ready to work on their own.

The guess is made, people in the classroom are ready to work on their own.

4. Techniques

In the next section, we will look at techniques for practicing the strategies.
A useful class exercise is to continue or an extension of what has already been guessed. A useful class exercise is to present a meaningful extension of what has already been guessed. The information gained from the dictionary in most cases will be a meaningful extension of what has already been guessed.

In order to look up the meaning of a word in the dictionary, it is first necessary to have found a word that has an unguessable meaning. Words should be looked up in the dictionary and which should be ignored.

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In order to look up the meaning of a word in the dictionary, it is first necessary to have found a word that has an unguessable meaning. Words should be looked up in the dictionary and which should be ignored.

2. When a word has been met several times, the class can spend time organizing their information about the word. When a word has been met several times, the class can spend time organizing their information about the word. When a word has been met several times, the class can spend time organizing their information about the word. When a word has been met several times, the class can spend time organizing their information about the word.

3. The ability to guess the meaning of a word without referring to a dictionary saves time and reduces frustration.

4. In order to look up the meaning of a word in the dictionary, it is first necessary to have found a word that has an unguessable meaning. Words should be looked up in the dictionary and which should be ignored.

5. Further study

6. Vowel and applications

7. Teaching the skill of reading

8. Correct: 80% (etc.)

9. And the second part explains the steps to the class and the teacher awards them a score (100%)

10. Thus, the teacher's role becomes more skillful. Guessing words can be done as a class exercise with

11. For other examples of guided exercises see Clarke (forthcoming) and Long and Nation.

12. Quesbing the meanings of words
Guessing meanings is in many ways developing the skill of reading. What should occur, and seek contribution of the prediction. Thus developing the skill of uncountable. What sentence pattern does it occur in? If it is a noun, is it countable or before looking at the dictionary? For example, "What is the stem of the word? Which is its part get learners to summarize the information they can get about the word from its use in contexts.

P. Clarke 6.3. P. NATION
A basic list of conjunction relationships

I. Inclusion
   Also, furthermore, in addition, besides,
   A and B should be

II. Classification
   To put in briefly, in short, in a word,
   B summarizes A.
   Firsly, finally, in the first place
   A and B are arranged
   Then, before, after, while, subsequently,
   A and B actually

III. Comparison
   Class, class, consists of, can be classified as,
   B and C are sup-
   Differently, equally
   More — than, similarly, likewise,
   A or B are similar or

IV. Arrangement
   Reversal, reversal, line of sequence
   Occurred with this
   A and B actually

V. Condition
   Only as, unless, otherwise
   A type of cause-effect
   If, provided that, suppressing that,
   C or D, either

VI. Cause-Effect
   In order to, consequently
   Because, since, as a result, thus, so that,
   A is the cause of
   B is the contrary to the
   On the other hand, despite, yet, however, still,
   B is contrary to A.

VII. Example
   For example, such as, thus, for instance
   A is an example of A.
   Namely, especially
   In other words, that is to say, I mean,
   A rather than

VIII. Exclusive
   Or, not, alternatively, else, instead,
   A and B represent
   Alternatives.

IX. Antecedence
   Rather than

X. Antecedence
   In other words, that is to say, I mean,
   B rather than

XI. Conclusion
   To sum up, in short, in a word,
   B puts it briefly.

XII. Classification
   Can be divided into
   B and C are sub-

Appendix

Guessing the meanings of words

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References

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