**Mohamed Kheider University**

**Faculty of Letters and Foreign Languages**

**Section of English**

Course: **Reading**

Level: **Second year L.M.D**

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1. **Learning New Words from Your Reading**

Good reading comprehension depends on understanding the words you are reading. The more words you recognize and understand in a text, the better your comprehension will be. What do you do when you encounter (meet) a new word in your reading?

Ask another student about the meaning.

Try to guess the meaning of the word from the context.

Look up the definition in a dictionary.

Skip over the word and continue reading.

Analyze the word for clues to its meaning.

• When do you use these strategies?

• What are the advantages or disadvantages of each?

In fact, a good reader does all of the above at different times, depending on the word, the text, and the reason for reading it.

* 1. **To learn words from your reading:**

• Read a lot. Research has shown that in order to learn a word, you must encounter it many times. Each time you see the word in context, you build up a stronger sense of its meaning. The best way to increase the number of encounters with words and to learn how words are used is by reading extensively.

• Work with a new word in a way that requires active thinking. Simply noticing the word and looking up the meaning is not enough. You need to analyze the word and use it in speaking and writing.

• Note how a new word is used. If you look closely at the context and write down the sentence where you found the word, you are more likely to remember it.

* 1. **Choosing Words to Learn**

Since it would be impossible to learn all the new words you encounter in your reading, you should decide which ones would be the most useful for you and try to learn them.

**2. Inferring Meaning from Context**

When you encounter an unfamiliar word, a good strategy is to infer (or guess) its meaning from the context. You may not always be able to infer an exact meaning, but you can often get the general meaning enough to continue reading with understanding. You can benefit from this strategy in three ways:

• It allows you to continue reading and stay focused on the ideas in the text.

• It helps you develop a more complete understanding of the word and the way it is used.

• It helps you remember the word in the future.

**2.2. Guidelines for Inferring Meaning from the Immediate Context**

• Analyze the way a word is used in a sentence. What part of speech is it (noun, verb, adjective, adverb, etc.)?

• Look at the words that are used with it. These often help determine meaning. For example, if it is an adjective, what is the noun? If it is a verb, what is the subject?

• Think about the topic and the meaning of the sentence. How does the word fit in?

**3. Using Context to Choose a Dictionary Definition**

If you are able to infer the general meaning of a word from the context, you can make better use of the dictionary. In fact, many words have more than one definition and you need to choose the most appropriate one. For example, the word laugh (as a verb) has eleven different definitions in the Longman Advanced American Dictionary. Definitions for the word get cover three pages!

**3.1. Guidelines for Choosing a Definition in the Dictionary**

• Determine the part of speech of the unknown word. This is necessary because there may be several dictionary entries for one word as different parts of speech.

• Look at the words that are used with it. If it is a part of a frequent combination of words, the definition may be listed separately. For example, you will find separately numbered definitions for sign up and sign off. The same is true of on sight and sight unseen (both listed in the dictionary under sight).

• Analyze the context for clues to the general meaning of the word.

• Think about the topic and the meaning of the sentence in which the word is found.

• Look at the definitions listed in the dictionary and choose the most appropriate one—the one that best fits the way the word is used in the sentence.