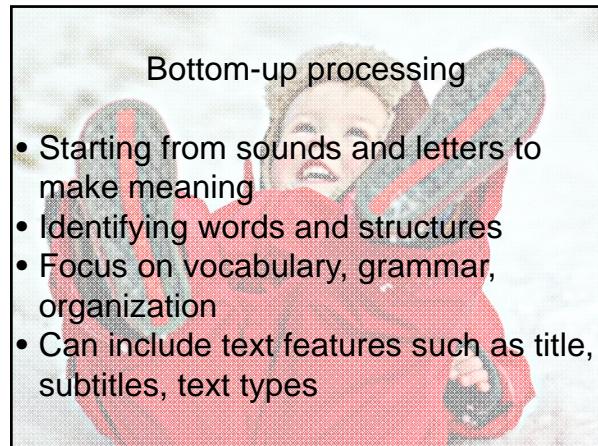




Bottom-up processing

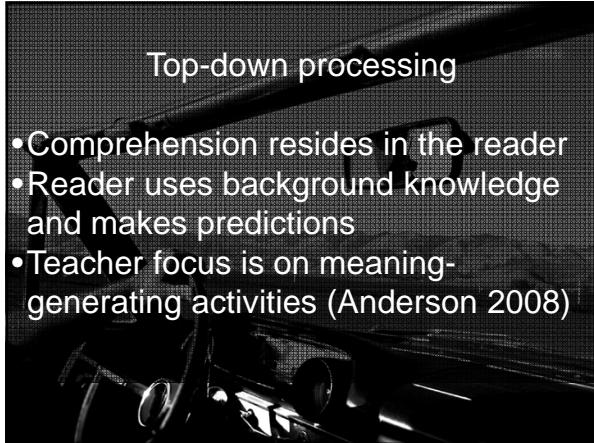
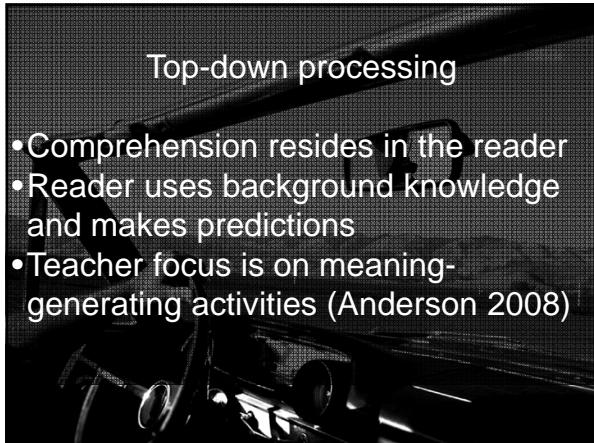


Bottom-up processing

- Starting from sounds and letters to make meaning
- Identifying words and structures
- Focus on vocabulary, grammar, organization
- Can include text features such as title, subtitles, text types

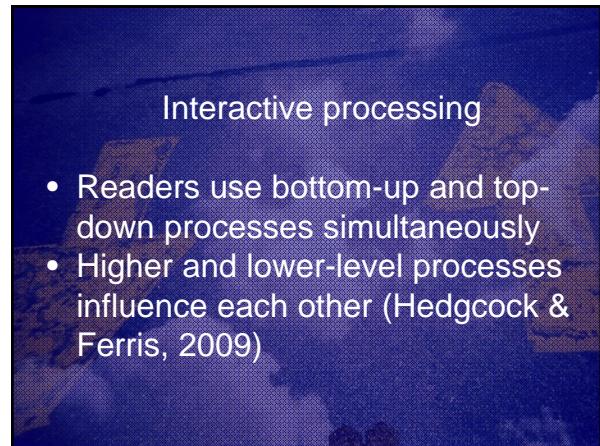
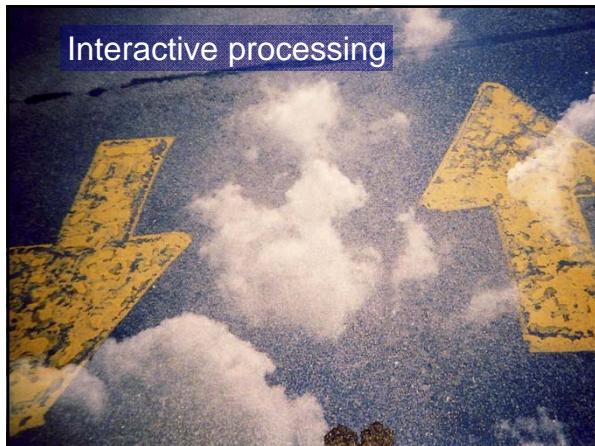


Top-down processing



Top-down processing

- Comprehension resides in the reader
- Reader uses background knowledge and makes predictions
- Teacher focus is on meaning-generating activities (Anderson 2008)



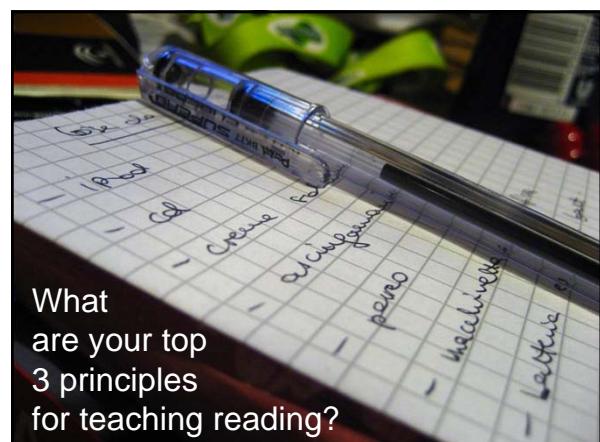
Bottom up, top down, or interactive?

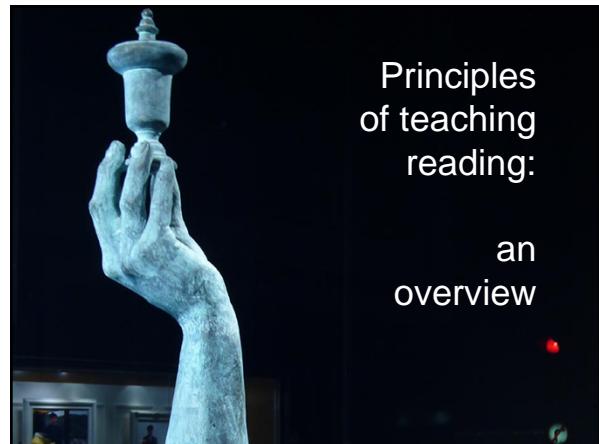
1. Schema-building to activate background knowledge
2. Learn new words before reading
3. Study how passive voice is used in a story.
4. Underline a grammar structure or verb tense
5. Read for overall meaning, not stopping for unfamiliar words
6. Write a paragraph using information from two different texts.



Bottom up, top down, or interactive?

1. Schema-building to activate background knowledge
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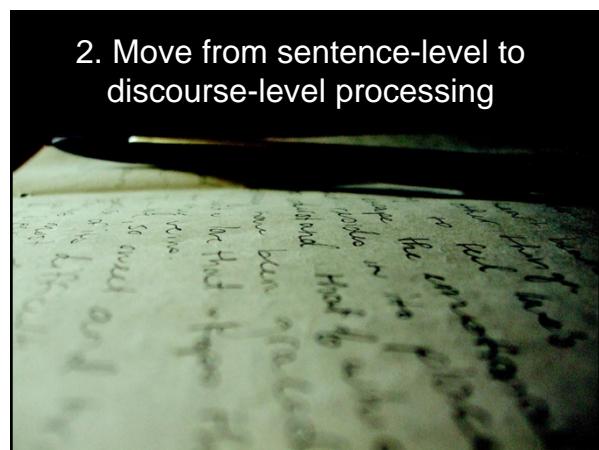
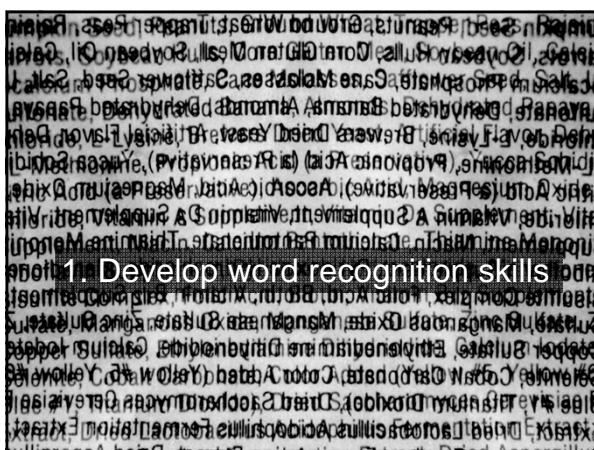




Main sources of ideas

a.	b.	c.	d.
1.	2.	3.	4.

Paul Nation	Neil Anderson	Cheryl Zimmerman	Bill Grabe
a.	b.	c.	d.
1.	2.	3.	4.



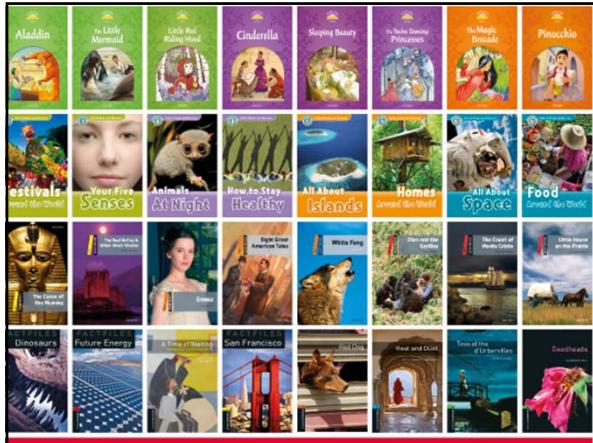
Alice Goes to a Hardware Store for Bug Spray (from Boyd & Boyd)

A. "Let's see," said Mary, picking up another can, supposed to kill crawling insects—what does yours say?"
 B. "Surely it's not that bad," said Mary, following Alice into the store. "You don't have any roaches, do you? I hate roaches."
 C. "Why are you pulling in here, Alice?" Mary asked. "I thought you were done shopping."
 D. "Wow!" Mary replied. "You don't need bug spray—you need an exterminator."
 E. "Well, these two should do it then," Mary said, starting for the checkout counter.
 F. "Bug spray?" Mary repeated. "Are you having trouble with bugs?"
 G. "Well, that's the next step," Alice said, picking up a can of bug spray. "If this doesn't work I'm going to see my landlord and demand he call an exterminator."
 H. "Am I having trouble with bugs? You name them, I've got them," Alice said, getting out of her car.
 I. "Not so fast, Mary. I need something for flying insects, too. I've got a wasps' nest in my hall closet."
 J. "I just want to run in here to the hardware store and get some bug spray," Alice answered.
 K. "Roaches, silverfish, spiders, centipedes—why, I even found some ants in my bedroom today," Alice answered.
 L. "This one's especially for ants," Alice replied.

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3. Develop lessons structured around pre-, during-, and post-reading activities



6 Most people do not realize how much color affects them. It can affect how think, feel, and act. Some colors, such as those in nature, can have the same meaning for everyone. Other color meanings may be different in different cultures. We can increase our understanding of ourselves and the world around us by learning about what colors can mean or represent.

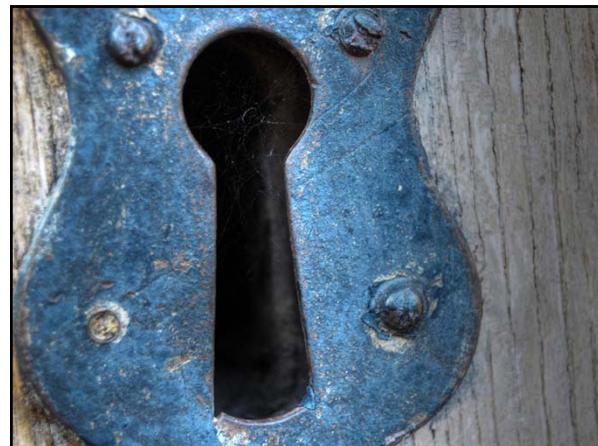
Q: Skills for Success Reading and Writing 2

6 Most people do not realize how much color affects them. It can affect how people think, feel, and act. Some colors, such as those in nature, can have the same meaning for everyone. Other color meanings may be different in different cultures. We can increase our understanding of ourselves and the world around us by learning about what colors can mean or represent.

Q: Skills for Success Reading and Writing 2

Usually in a test like this, there would need to be 40-50 empty spaces to reach a good level of reliability. The words must be taken out according to a plan. Every fifth word can be left out, or every sixth or seventh, etc. but it must be done in a regular way. A line is drawn to show each missing word. Usually the first sentence in the text has no words removed. There are two ways of marking. One way is to accept any sensible answer or acceptable alternative. Another way is to accept only the words that are exactly the same as the ones left out. This last way is the easiest for the teacher and gives the same result. That is, the marks of the learners will be different when you mark in the two different ways, but the learners in a class will be ranked in the same order. The cloze test does the same job as a multiple-choice test and is much easier to make. In exact replacement marking, learners are not expected to be able to get every item correct. The cloze test was originally designed not to measure learners but to measure the readability of texts. Nation, 2009.





How many words are in a large English dictionary?

- 65,000
- 90,000
- 115,000
- 267,000

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The cat was a symbol of fertility according to Plutarch. Cats were often kept in the same room as babies to keep them safe.

Counts see in one book that the average was written in 1900. It's roughly 267,000 words.

How many words does a native speaker know?

- 5,000
- 10,000
- 20,000
- 40,000

Small children can learn 5,000 words by age 3. By age 5, they can learn 10,000 words. By age 10, they can learn 20,000 words. By age 18, they can learn 40,000 words.

Also, they are known to learn the words of another language. I was obsessed with cats! I was listening to a documentary about the English language, which contains at least 200,000 words, and it was such a surprise to me that there are so many words in the English language.

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The cat was a symbol of jealousy according to Petrus. So I asked him if he knew the word 'jealousy'. He said 'Yes'.

How many words does a language learner need to know?

B. Now imagine you're learning a new language. You want to learn how to say 'I am angry'. You might say 'I am angry' in English, but in French it would be 'Je suis en colère'. This sentence makes sense because we know what 'colère' means. But what about 'I am angry'? It's not a word we use very often. In fact, it's not even a word in English. It's just a short phrase. So how do we say 'I am angry' in French? Well, we can't just say 'I am angry' because there are other ways to say 'I am angry' in French. For example, 'I am annoyed' or 'I am irritated'. These words also mean 'I am angry', but they have different meanings. So how do we know which one to use? Well, it depends on the context. If you're talking about a situation where someone has done something that has made you upset, then you might say 'I am annoyed'. If you're talking about a situation where you've been treated unfairly, then you might say 'I am irritated'. These words are both used to express feelings of anger, but they have different meanings. So how do we know which one to use? Well, it depends on the context. If you're talking about a situation where someone has done something that has made you upset, then you might say 'I am annoyed'. If you're talking about a situation where you've been treated unfairly, then you might say 'I am irritated'. These words are both used to express feelings of anger, but they have different meanings.

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What level of reading vocabulary is fun, challenging, or frustrating for students?

	What level of reading vocabulary is fun, challenging, or frustrating for students?
98% of words	fun
95% of words	challenging
<90% of words	frustrating

Vocabulary Development Activities

- Using a dictionary
 - Recognizing word families
 - Identifying affixes and roots
 - Understanding collocations
 - Guessing meaning from context



Vocabulary Using the dictionary 

You can build your vocabulary by **using the dictionary**. Look at the entry.

fruit /frʊt/ *noun* [count, noncount]

PRONUNCIATION
The word fruit sounds like boot.

the part of a plant or tree that holds the seeds.
Oranges and apples are types of fruit: *Would you like a piece of fruit? • Would you like some fruit? • Yes please - I'll have a pear.*

Use the dictionary entry to learn new words. In this definition for *fruit*, you can learn other important words: *plant*, *tree*, and *seeds*. You learn that oranges, apples, and pears are types of fruit. In addition, many learners' dictionaries have color illustrations to show vocabulary.

Tip for Success
Learn words to describe food: delicious, fresh, bitter, spicy, salty, sweet, and sour. These adjectives answer the question, "How does it taste?"

A. Look at these dictionary entries. Answer the questions.

1. **dairy** /'deəri/ noun (plural dairies)

➊ SPELLING
Be careful! Don't confuse dairy and diary.
You spell dairy with A!

1 [count] a place where milk is kept, or where cheese and butter are made
2 [mass noun] food made from milk, for example cheese or butter: Don't give her a yogurt – she doesn't eat dairy. • dairy products

a. Which definition number is for a place? A food? _____
b. What are three dairy products in the entry? _____
c. Write a sentence with the word *dairy* in your notebook.

B. Make a food chart in your vocabulary log. Add the words in the box, and then add more foods. If necessary, use a dictionary. Compare your chart with your partner.

apple	chicken	beef	lobster	milk
onion	potato	fish	cheese	grapes
banana	beans	shrimp		

Fruit **Vegetables** **Meat** **Seafood** **Dairy products**

apple

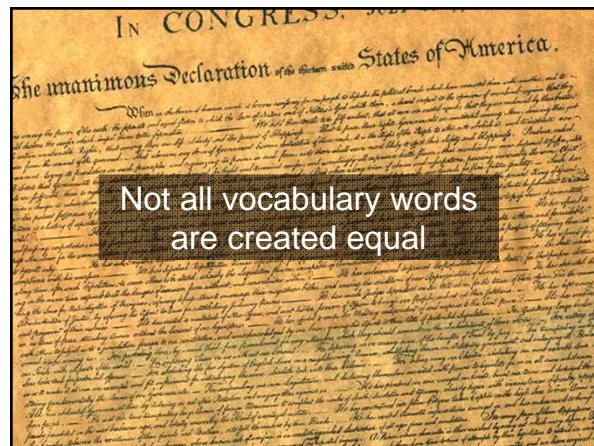
The Importance of Color in Business

VOCABULARY

Here are some words from Reading 2. Read the sentences. Circle the answer that best matches the meaning of each bold word.

- Advertising in newspapers and on the radio helped the restaurant increase its business.
 - writing articles
 - telling people about products
 - talking to customers
- Choosing a college is difficult. I have to carefully consider all my choices.
 - think about
 - worried about
 - measure
- My car is not very dependable. My battery died three times this month!
 - important
 - forceful
 - reliable

Q: Skills for Success Reading and Writing 2



Word frequency

- 1st 1000 words 70%
- 2nd 1000 words 80%
- Academic word list 88-90%
- Other

Types of vocabulary

- High frequency words
- Academic words
- Low frequency words
- Technical words

Checking on the vocabulary level

Use a vocabulary profiler such as this one at the English Centre at the University of Hong Kong

<http://ec.hku.hk/vocabulary/profile.htm>

Vocabulary Profiler Results

	Frequency	Percentage
1 - 1000 words	703	92.1%
1001 - 2000 words	42	5.5%
AWL words	5	0.6%
Off-list words	13	1.7%

Vocabulary Profiler Results

- **1 - 1000:** a about accept addition after agree agreement allow also always an and are as at bad be because bills both broke brothers build business businesses but buy by car cared carried change child children college color could couldn't counting course day describe didn't difficult dollars done each easy enjoy enjoyed enough escape even every everything expected fact families family...
- **1001 - 2000:** afford arguments baby clothes customer customers ducks during dusting exactly fun hated holidays hungry ice lesson lessons lot lots lucky nice parents proud rabbits restaurant salary shelves shop sweeping worried
- **AWL:** adult appreciate communicate eventually jobs
- **Off-list:** budget chutney dusty feeding london menu pakistan shy talents teenager untrained woodworking yelling

Vocabulary Collocations

Collocations are words that we often use together. For example, we can use the verbs *gain* or *lose* with the noun *weight*:

- I often gain weight during the holidays.
I usually lose weight during the summer.

Reduce and *lose* have similar meanings, but you don't say "I often reduce weight."

Verb + noun collocations

- | | |
|------------------|---|
| break a habit | It's hard to break the habit of eating junk food. |
| gain/lose weight | I want to lose weight. |
| set a goal | I set a goal to run a mile in 10 minutes. |
| reach a goal | Next year, I will reach my goal. I will become a nurse. |

Verb + preposition collocations

- | | |
|--------------|--|
| cut down on | I'm too heavy. I need to cut down on desserts. |
| be behind in | I am behind in my school work. |
| go off | Last weekend, I went off my diet. I had dessert every night. |
| go on | I will go on a new diet tomorrow. |

Building Vocabulary Verb + noun collocations

Collocations are words that we often use together. For example, we use the verb *play* with the noun *soccer*.

I play soccer.

We don't use the verbs *do* or *go* with *soccer*.

X Incorrect: I do soccer.

X Incorrect: I go soccer.

Other collocations:

- | | |
|---------------------|--------------|
| give someone a ride | have an idea |
| take a trip | make friends |



give someone a ride

A. In each collocation, circle the verb. Underline the noun.



1. Mike and Joe are having coffee together.
2. Let's make plans for Saturday night.
3. I have an idea! Let's go to the zoo.
4. Toshi has fun learning Spanish.
5. Mary takes a walk every day.
6. He makes friends with new people easily.
7. Are you hungry? Have a snack.
8. I am tired. I am taking a vacation!
9. Tell me a joke. I need to hear something funny.
10. Shall I give you a ride to the mall?



Scanning for names, dates, and times 

You scan a text to find information quickly. When you scan, move your eyes quickly over the passage. Only look for the information you need.

Use these techniques to scan a reading.

1. To find information about a person, place, or country, look for capital letters.
Brian, New York, Egypt
2. To find information about a day or month, look for capital letters.
Monday, October
3. To find information about dates and times, look for numbers and abbreviations.
in 2009, at 8:30 a.m., five hours

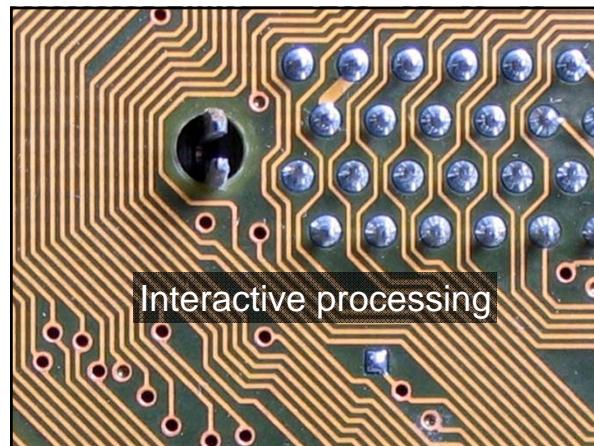
A. Scan the two paragraphs. Complete these steps.

1. Underline the names of the countries.
2. Circle the number of days in the school year.
3. Put two lines under the times of day and months of the year.

Schools in Germany

Jens lives in Germany. He says, "We start school at 7:30 in the morning. That's too early for me! Classes end at 1:30 p.m., so our school day is only six hours. Our school day is pretty short, but our school year is really long. The term begins in September and lasts until July. We take a short vacation in the summer—about six weeks. We study for 200 days each year. But I enjoy school. I study with my good friends, and we learn a lot of interesting things. I think our time in school is about right."

students in Germany



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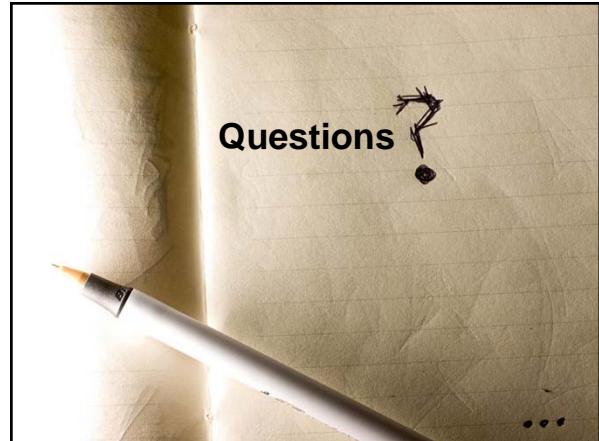
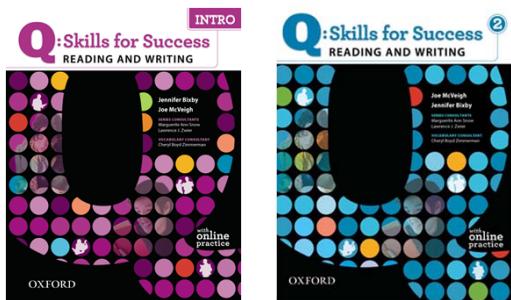
Woman reading by subway
Pen and writing
Top down convertible
Strategies
Speed
Scaffolding
Scaffolding
Refrigerator words
Question mark
Q
Bottom up
Spaghetti recipe
Bearded man reading
Boy on bicycle

Simon Carrasco
Nadia Badaoui
"emdot"
"noagh"
Dan DeChiaro
Kevin Dooley
Cezary Borysiuk
Joshua Barnett
Ethan Lofton
Thomas Bower
Judith Green
Jakob Montrasio
Ulisse Alibati
"woodeleywonderworks"

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Processor
Principles
Pink flowers
Woman w magnifying glass
Written list
Keyhole
Jumbled Type
Highlighted book
Handwritten script
Interactive
Divers
Karl Ludwig Poggemann
"sarahg"
Eduardo Deboni
Mike Kline
sunshinecity
Sean McGrath
Pink Sherbet Photography/D
Sharon Pruitt
"rocknroll guitar"
"pareeica"
Cameron Russell
Robert S. Digby

Resources



Download a copy of these and other PowerPoint slides at www.joemcveigh.org



joe@joemcveigh.org

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