

**HONG KONG CHINESE SECONDARY SCHOOL
ENGLISH LANGUAGE LEARNERS' VOCABULARY
UPTAKE USING SIMPLIFIED READERS WITH AND
WITHOUT ASSOCIATED READING TASKS**

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APPENDIX A: TESTS, SURVEYS AND TARGET WORD LISTS

The formatting of tests and documents in the Appendices may differ from that actually employed in the study.

A1: VOCABULARY PLACEMENT TESTS – TEST A: LEVELS TEST

Vocabulary levels test - see 3.1.2 (Nation, 1990 – adapted by Huang, 1994, 1999)

Vocabulary Test

Name()

This is a vocabulary test. You must choose the right word to go with each meaning.

Write the number of that word next to its meaning.

Here is an example:

- | | |
|-------------|----------------------------------|
| 1. business | |
| 2. clock | |
| 3. horse | _____ part of a house |
| 4. pencil | _____ animal with four legs |
| 5. shoe | _____ something used for writing |
| 6. wall | |

You answer it in the following way:

- | | |
|-------------|------------------------------------|
| 1. business | |
| 2. clock | |
| 3. horse | ___6___ part of a house |
| 4. pencil | ___3___ animal with four legs |
| 5. shoe | ___4___ something used for writing |
| 6. wall | |

Some words are in the test to make it more difficult. You do not have to find a meaning for these words. In the example above these words are business, clock, and shoe.

1. do
 2. far _____ metal of great value
 3. gold _____ smallest or youngest
 4. clear _____ to make
 5. human
 6. least
-

1. me
 2. or _____ at no time
 3. run _____ can be done
 4. never _____ not big; little
 5. small
 6. possible
-

1. add
 2. than _____ a number of people or things
 3. tree _____ a big plant with leaves; wood comes from this
 4. group _____ to increase the number
 5. concern
 6. whether
-

1. sing
 2. sure _____ not controlled by others
 3. prove _____ something that can help
 4. collect _____ without doubt
 5. advantage
 6. independent
-

1. dry
 2. gas _____ no water
 3. corn _____ to say something
 4. marry _____ to take a husband or wife
 5. remark
 6. personal
-

1. wise
2. glass _____ understanding
3. defeat _____ a window is made of this
4. operate _____ a country without a king where people vote
5. republic
6. statement

- | | |
|-------------|------------------|
| 1. original | |
| 2. private | _____ complete |
| 3. royal | _____ first |
| 4. slow | _____ not public |
| 5. sorry | |
| 6. total | |

-
- | | |
|----------------|-------------------------|
| 1. apply | |
| 2. elect | _____ choose by voting |
| 3. jump | _____ become like water |
| 4. manufacture | _____ make |
| 5. melt | |
| 6. threaten | |

-
- | | |
|-----------|--------------------------------------|
| 1. blame | |
| 2. hide | _____ keep away from sight |
| 3. hit | _____ have a bad effect on something |
| 4. invite | _____ ask |
| 5. pour | |
| 6. spoil | |

-
- | | |
|-------------|-----------------------------------------|
| 1. accident | |
| 2. choice | _____ having a high opinion of yourself |
| 3. debt | _____ something you must pay |
| 4. fortune | _____ loud, deep sound |
| 5. pride | |
| 6. roar | |

-
- | | |
|----------------|----------------------------|
| 1. basket | |
| 2. crop | _____ money paid regularly |
| 3. flesh | _____ heat |
| 4. salary | _____ meat |
| 5. temperature | |
| 6. thread | |

-
- | | |
|--------------|------------------|
| 1. birth | |
| 2. dust | _____ being born |
| 3. operation | _____ game |
| 4. row | _____ winning |
| 5. sport | |
| 6. victory | |
-

1. administration
2. angel _____ managing business and affairs
3. front _____ spirit who serves God
4. herd _____ group of animals
5. mate
6. pond

-
1. bench
 2. charity _____ part of a country
 3. fort _____ help to the poor
 4. jar _____ long seat
 5. mirror
 6. province

-
1. coach
 2. darling _____ a thin, flat piece cut from something
 3. echo _____ person who is loved very much
 4. interior _____ sound reflected back to you
 5. opera
 6. slice

-
1. marble
 2. palm _____ inner surface of your hand
 3. ridge _____ excited feeling
 4. scheme _____ plan
 5. statue
 6. thrill

-
1. discharge
 2. encounter _____ use pictures or examples to show the meaning
 3. illustrate _____ meet
 4. knit _____ throw up into the air
 5. prevail
 6. toss

-
1. annual
 2. blank _____ happening once a year
 3. brilliant _____ certain
 4. concealed _____ wild
 5. definite
 6. savage
-

1. alcohol
2. apron _____ cloth worn in front to protect clothes
3. lure _____ stage of development
4. mess _____ state of untidiness or dirtiness
5. phase
6. plank

-
1. circus
 2. jungle _____ speech given by a priest in a church
 3. nomination _____ seat without back or arms
 4. sermon _____ musical instrument
 5. stool
 6. trumpet
-

1. apparatus
 2. compliment _____ set of instruments or machinery
 3. revenue _____ money received by the government
 4. scrap _____ expression of admiration
 5. tile
 6. ward
-

1. bruise
 2. exile _____ agreement using property as security for a debt
 3. ledge _____ narrow shelf
 4. mortgage _____ dark place on your body caused by hitting
 5. shovel
 6. switch
-

1. blend
 2. devise _____ hold your arms tightly
 3. embroider _____ plan or invent
 4. hug _____ mix
 5. imply
 6. paste
-

1. desolate
 2. fragrant _____ good for your health
 3. gloomy _____ sweet-smelling
 4. profound _____ dark or sad
 5. radical
 6. wholesome
-

1. affluence	
2. axis	_____ introduction of a new thing
3. episode	_____ one event in a series
4. innovation	_____ wealth
5. precision	
6. tissue	

1. deficiency	
2. magnitude	_____ swinging from side to side
3. oscillation	_____ respect
4. prestige	_____ lack
5. sanction	
6. specification	

1. configuration	
2. discourse	_____ shape
3. hypothesis	_____ speech
4. intersection	_____ theory
5. partisan	
6. propensity	

1. anonymous	
2. indigenous	_____ without the writer's name
3. maternal	_____ least possible
4. minimum	_____ native
5. nutrient	
6. modification	

1. elementary	
2. negative	_____ of the beginning
3. static	_____ not moving or changing
4. random	_____ final, furthest
5. reluctant	
6. ultimate	

1. coincide	
2. coordinate	_____ prevent people from doing something they want to do
3. expel	_____ add to
4. frustrate	_____ send out by force
5. supplement	
6. transfer	

A2: VOCABULARY PLACEMENT TESTS – TEST B: PAT VOCABULARY

Permission was not given to reproduce this test. A portion of the test only is included here.

The full test could be made available by contacting the author of this paper or the author of the test (Darr et al, 2008).

Reading Vocabulary Test 3

INSTRUCTIONS

This is a test of words and their meanings. The test is made up of short sentences, each with a word in **bold**. Below each sentence are five answers. You are to choose the one answer that has the **same** or **nearly the same** meaning as the word in bold.

Here is an example to show you how to do it.

E1

We **named** our kitten Ginger.

- A found
- B called
- C loved
- D fed
- E remembered

The **best** answer is “called”. You will see that “called” has the letter **B** in front of it.

Now look at your answer sheet. Next to **E1**, you will see that the circle for letter **B**, has been shaded in.

Now try this example.

E2

Watch out for the **traffic**.

- A cars
- B police
- C people
- D light
- E tracks

Choose the **best** answer. Then on your answer sheet, beside **E2**, shade in the circle for the letter that you have chosen.

The **best** answer is **A**, “cars”. If you shaded in the circle for **A**, next to **E2**, you are correct.

Work carefully. Answer every question, even when you are not quite sure of your answer.

If you change your mind about an answer, rub out the answer you chose, and shade in your new answer.

Do not spend too much time on questions you find hard.

You have **25 minutes** to complete the test.

Please do **not** mark this booklet.

DO NOT START UNTIL YOU ARE TOLD

A3: VOCABULARY PLACEMENT TESTS – TEST C: PAT COMPREHENSION

Permission was not given to reproduce this test. A portion of the test only is included here. The full test could be made available by contacting the author of this paper or the author of the test (Darr et al, 2008).

Reading Comprehension Test 3

INSTRUCTIONS

This is a test of how well you understand what you read. Read each text carefully **first**, then answer the questions that follow it. Under each question are some possible answers.

You need to choose the **one** answer you think is **best**.

It is a good idea to read parts of the text again before choosing one answer.

Here is an example to show you what to do.

Bush walks

On fine weekends, Nan takes our family for bush walks. We like these walks because she tells us about the plants and the birds. We enjoy learning new things, but best of all, we enjoy the yummy lunch Nan packs for us.

E1

When does Nan take the family for bush walks?

- A** Every day.
- B** Every weekend.
- C** On fine weekends.
- D** In the summer.

The best answer is “On fine weekends”. You can see that “On fine weekends” has the letter **C** in front of it. Now look at the top of your answer sheet. Next to **E1**, you will see that the circle for letter **C** has been shaded in to show this is the best answer.

Now try this question.

E2

The best thing about bush walks with Nan is

- A** eating the lunch she brings.
- B** spending time with the family.
- C** being outside on a fine day.
- D** learning about plants and birds.

Choose the best answer. Then on your answer sheet, next to **E2**, shade in the circle for the letter that you have chosen.

The best answer is **A**, “eating the lunch she brings”. If you shaded the circle for letter **A**, next to **E2**, you are correct.

Work carefully. Answer every question, even if you are not quite sure of the answer.

If you change your mind about an answer, rub out the answer you chose, and shade in your new answer. You have **45 minutes** to complete this test. Please do **not** mark this booklet.

DO NOT START UNTIL YOU ARE TOLD

A4: VOCABULARY PLACEMENT TESTS – TEST D: Nation and Beglar (2007)

While the content of the test is accurately reproduced below, the formatting may be different from the original.

Name.....(.....)

First 1000

1. see: They **saw** it.
a. cut
b. waited for
c. looked at
d. started
2. time: They have a lot of **time**.
a. money
b. food
c. hours
d. friends
3. period: It was a difficult **period**.
a. question
b. time
c. thing to do
d. book
4. figure: Is this the right **figure**?
a. answer
b. place
c. time
d. number
5. poor: We are **poor**.
a. have no money
b. feel happy
c. are very interested
d. do not like to work hard
6. drive: He **drives** fast.
a. swims
b. learns
c. throws balls
d. uses a car
7. jump: She tried to **jump**.
a. lie on top of the water
b. get off the ground suddenly
c. stop the car at the edge of the road
d. move very fast
8. shoe: Where is your **shoe**?
a. the person who looks after you
b. the thing you keep your money in
c. the thing you use for writing
d. the thing you wear on your foot
9. standard: Her **standards** are very high.
a. the bits at the back under her shoes
b. the marks she gets in school
c. the money she asks for
d. the levels she reaches in everything
10. basis: I don't understand the **basis**.
a. reason
b. words
c. road signs
d. main part

Second 1000

1. maintain: Can they **maintain** it?
 - a. keep it as it is
 - b. make it larger
 - c. get a better one than it
 - d. get it
2. stone: He sat on a **stone**.
 - a. hard thing
 - b. kind of chair
 - c. soft thing on the floor
 - d. part of a tree
3. upset: I am **upset**.
 - a. tired
 - b. famous
 - c. rich
 - d. unhappy
4. drawer: The **drawer** was empty.
 - a. sliding box
 - b. place where cars are kept
 - c. cupboard to keep things cold
 - d. animal house
5. patience: He has no **patience**.
 - a. will not wait happily
 - b. has no free time
 - c. has no faith
 - d. does not know what is fair
6. nil: His mark for that question was **nil**.
 - a. very bad
 - b. nothing
 - c. very good
 - d. in the middle
7. pub: They went to the **pub**.
 - a. place where people drink and talk
 - b. place that looks after money
 - c. large building with many shops
 - d. building for swimming
8. circle: Make a **circle**.
 - a. rough picture
 - b. space with nothing in it
 - c. round shape
 - d. large hole
9. microphone: Please use the **microphone**.
 - a. machine for making food hot
 - b. machine that makes sounds louder
 - c. machine that makes things look bigger
 - d. small telephone that can be carried around
10. pro: He's a **pro**.
 - a. someone who is employed to find out important secrets
 - b. a stupid person
 - c. someone who writes for a newspaper
 - d. someone who is paid for playing sport etc

Third 1000

1. soldier: He is a **soldier**.
 - a. person in a business
 - b. student
 - c. person who uses metal
 - d. person in the army
2. restore: It has been **restored**.
 - a. said again
 - b. given to a different person
 - c. given a lower price
 - d. made like new again
3. jug: He was holding a **jug**.
 - a. a container for pouring liquids
 - b. an informal discussion
 - c. a soft cap
 - d. a weapon that explodes
4. scrub: He is **scrubbing** it.
 - a. cutting shallow lines into it
 - b. repairing it
 - c. rubbing it hard to clean it
 - d. drawing simple pictures of it
5. dinosaur: The children were pretending to be **dinosaurs**.
 - a. robbers who work at sea
 - b. very small creatures with human form but with wings
 - c. large creatures with wings that breathe fire
 - d. animals that lived an extremely long time ago
6. strap: He broke the **strap**.
 - a. promise
 - b. top cover
 - c. shallow dish for food
 - d. strip of material for holding things together
7. pave: It was **paved**.
 - a. prevented from going through
 - b. divided
 - c. given gold edges
 - d. covered with a hard surface
8. dash: They **dashed** over it.
 - a. moved quickly
 - b. moved slowly
 - c. fought
 - d. looked quickly
9. rove: He couldn't stop **roving**.
 - a. getting drunk
 - b. traveling around
 - c. making a musical sound through closed lips
 - d. working hard
10. lonesome: He felt **lonesome**.
 - a. ungrateful
 - b. very tired
 - c. lonely
 - d. full of energy

Fourth 1000

1. compound: They made a new **compound**.
 - a. agreement
 - b. thing made of two or more parts
 - c. group of people forming a business
 - d. guess based on past experience
2. latter: I agree with the **latter**.
 - a. man from the church
 - b. reason given
 - c. last one
 - d. answer
3. candid: Please be **candid**.
 - a. be careful
 - b. show sympathy
 - c. show fairness to both sides
 - d. say what you really think
4. tummy: Look at my **tummy**.
 - a. cloth to cover the head
 - b. stomach
 - c. small furry animal
 - d. thumb
5. quiz: We made a **quiz**.
 - a. thing to hold arrows
 - b. serious mistake
 - c. set of questions
 - d. box for birds to make nests in
6. input: We need more **input**.
 - a. information, power, etc. put into something
 - b. workers
 - c. artificial filling for a hole in wood
 - d. money
7. crab: Do you like **crabs**?
 - a. sea creatures that walk sideways
 - b. very thin small cakes
 - c. tight, hard collars
 - d. large black insects that sing at night
8. vocabulary: You will need more **vocabulary**.
 - a. words
 - b. skill
 - c. money
 - d. guns
9. remedy: We found a good **remedy**.
 - a. way to fix a problem
 - b. place to eat in public
 - c. way to prepare food
 - d. rule about numbers
10. allege: They **alleged** it.
 - a. claimed it without proof
 - b. stole the ideas for it from someone else
 - c. provided facts to prove it
 - d. argued against the facts that supported it

Fifth 1000

1. deficit: The company had a large **deficit**.
 - a. spent a lot more money than it earned
 - b. went down a lot in value
 - c. had a plan for its spending that used a lot of money
 - d. had a lot of money stored in the bank
2. weep: He **wept**.
 - a. finished his course
 - b. cried
 - c. died
 - d. worried
3. nun: We saw a **nun**.
 - a. long thin creature that lives in the earth
 - b. terrible accident
 - c. woman following a strict religious life
 - d. unexplained bright light in the sky
4. haunt: The house is **haunted**.
 - a. full of ornaments
 - b. rented
 - c. empty
 - d. full of ghosts
5. compost: We need some **compost**.
 - a. strong support
 - b. help to feel better
 - c. hard stuff made of stones and sand stuck together
 - d. rotted plant material
6. cube: I need one more **cube**.
 - a. sharp thing used for joining things
 - b. solid square block
 - c. tall cup with no saucer
 - d. piece of stiff paper folded in half
7. miniature: It is a **miniature**.
 - a. a very small thing of its kind
 - b. an instrument for looking at very small objects
 - c. a very small living creature
 - d. a small line to join letters in handwriting
8. peel: Shall I **peel** it?
 - a. let it sit in water for a long time
 - b. take the skin off it
 - c. make it white
 - d. cut it into thin pieces
9. fracture: They found a **fracture**.
 - a. break
 - b. small piece
 - c. short coat
 - d. rare jewel
10. bacterium: They didn't find a single **bacterium**.
 - a. small living thing causing disease
 - b. plant with red or orange flowers
 - c. animal that carries water in lumps on its back
 - d. thing that has been stolen and sold to a shop

A5: SELECTION TEST OF THE 26 TARGET WORDS

This is a sample of the tests used to select the 26 target words. 35 – 55 words were selected for each book. The final selection of target words was influenced by the number of students who didn't know a word, or thought they didn't know it, and the frequency with which the word occurred in the book. Yes was scored as 0, Ns as 1 and No as 2. Words with the highest scores were selected and ranked. These lists were compared between books to ensure frequency of occurrence was also matched as evenly as possible.

This is a vocabulary Survey. You should CIRCLE your answer according to the choices given. All words (even proper nouns) are written with small letters (no capitals).

Yes: I think I know the meaning of this word.

Ns: Not sure – I'm not sure if I know the meaning of this word.

No: I do not know the meaning of this word.

1. captain	yes	Ns	No	15. presidio	yes	Ns	No
2. cloak	yes	Ns	No	16. scabbard	yes	Ns	No
3. journey	yes	Ns	No	17. insult	yes	Ns	No
4. hacienda	yes	Ns	No	18. animal hide	yes	Ns	No
5. inn	yes	Ns	No	19. senor	yes	Ns	No
6. pale	yes	Ns	No	20. veranda	yes	Ns	No
7. rope	yes	Ns	No	21. sergeant	yes	Ns	No
8. landlord	yes	Ns	No	22. sombrero	yes	Ns	No
9. astonished	yes	Ns	No	23. moustache	yes	Ns	No
10. governor	yes	Ns	No	24. invitation	yes	Ns	No
11. whip	yes	Ns	No	25. judge	yes	Ns	No
12. caballero	yes	Ns	No	26. wounded	yes	Ns	No
13. pistol	yes	Ns	No	27. comandante	yes	Ns	No
14. servant	yes	Ns	No	28. sword	yes	Ns	No

29 priest	yes	Ns	No	39 estuary	yes	Ns	No
30 arrest	yes	Ns	No	40 graveyard	yes	Ns	No
31 dealer	yes	Ns	No	41 pony	yes	Ns	No
32 courtroom	yes	Ns	No	42 mist	yes	Ns	No
33 galloping	yes	Ns	No	43 tide	yes	Ns	No
34 funeral	yes	Ns	No	44 whistle	yes	Ns	No
35 bump	yes	Ns	No	45 fog	yes	Ns	No
36 house	yes	Ns	No	46 damp	yes	Ns	No
37 causeway	yes	Ns	No	47 fiancée	yes	Ns	No
38 trap	yes	Ns	No	48 growled	yes	Ns	No

A6: TARGET WORD LISTS

Lists of target words from each book with frequency of word occurrence (see table 3.6).
For a study overview showing books and their uses (see table 3.12).

Books are labeled as: WR – weaker readers, SR = stronger readers

UR – uninstructed reading, R+ = reading with tasks

14 – tested after 14 days, 28 – tested after 28 days

Book B. Skyjack WR/UR 14

- | | |
|-------------------------------------------------|-------------------------------|
| 1. hostess [13] | 13. refuel [5] |
| 2. colonel [29] | 14. interrupted[5] |
| 3. bearded [14] | 15. aisle[4] |
| 4. prime minister [38] | 16. liberate[1] liberation[3] |
| 5. inspector_[17] | 17. military[3] |
| 6. ambassador [9 ambassadors] | 18. marines[3] |
| 7. hijacker_[14] hijackers_[16]
hijacks_[1] | 19. binoculars[3] |
| 8. cabin (14) | 20. commando[1] commandos[1] |
| 9. tarmac (9) | 21. crew [2] |
| 10. innocent [9] | 22. grenades[1] |
| 11. handcuff_[1] handcuffed [2]
handcuffs[4] | 23. transmitter (1) |
| 12. groaned [4] | 24. departure (lounge) (1) |
| | 25. instruments (2) |
| | 26. journalist (2) |

*Adding the words and frequencies they account for approximately 2.8% of total words
(reading level of 97.2%)*

Book A. The Promise WR/UR 28

- | | |
|-----------------------------------------------------------|---------------------------------------------|
| 1. specialist[11] | 7. wing[9] wings[1] winger[1]
wingers[2] |
| 2. twisted[10] | 8. spectators[9] |
| 3. hut[11] huts[1] | 9. Senhor - 19 |
| 4. stadium[10] stadiums[1] | 10. gymnasium[8] |
| 5. defended[1] defender[17]
defenders[10] defending[1] | 11. whistle[5] whistled[1] |
| 6. striker[11] strikers[5] | 12. sewing[4] |

- | | |
|------------------------------|--------------------|
| 13. nil[4] | 20. tricked[3] |
| 14. opponent[2] opponents[3] | 21. miserable[2] |
| 15. referee[4] | 22. amateur[1] |
| 16. envelope[1] envelopes[4] | 23. stretcher[1] / |
| 17. dodge[1] dodged[3] | 24. tackle[1] |
| 18. wages 2 | 25. tremendous[1] |
| 19. servants 2 | 26. league[2] |

Adding the words and frequencies they account for approximately 2.05% of total words (reading level of 97.95%)

Books C and D. Woman in Black SR/UR 14 and WR/R+ 28

- | | |
|--------------------------------------------------|-----------------------------------------|
| 1. passage [11] | 14. tide (8) |
| 2. bump[20] bumping[2] | 15. drowned [5] drowning[2] |
| 3. causeway [25] | 16. solicitor [4] solicitors[1] |
| 4. gravestone[3] gravestones[4]
graveyard [8] | 17. envelope [5] |
| 5. trap (33) | 18. axe (5) |
| 6. pony[23] | 19. shriek [1] shrieked[2] shrieks[1] ‘ |
| 7. mist[17] mists[2] | 20. brandy [3] |
| 8. innkeeper[5] inn (8) | 21. wagged [3] |
| 9. marshes (14++) | 22. shed [2] |
| 10. funeral[8] | 23. hooves [1] |
| 11. fog (9) | 24. damp [2] |
| 12. estuary[7] | 25. fiancée [1] |
| 13. howl[2] howled[4] | 26. growled [2] growling[1] |

Adding the words and frequencies they account for approximately 2.2% of total words (reading level of 97.8%) (leave out ‘marshes’)

Book F. Eye of the Tiger SR/UR 28

- | | |
|------------------------|--------------------|
| 1. blonde [15] | 7. sledge [10] |
| 2. cabin [17] | 8. explosives (10) |
| 3. coral [16] | 9. throne (21) |
| 4. dawn [23] | 10. rifle (16) |
| 5. deck [29] | 11. wreck [7] |
| 6. reef [33] reefs [5] | 12. channel [8] |

- | | |
|------------------------------|-----------------------------------|
| 13. bundle (6) | 20. cyclone[2] |
| 14. booth [5] | 21. cylinders[1] |
| 15. coffin [5] | 22. binoculars[3] |
| 16. wharf [5] | 23. spear gun (2) |
| 17. insure [3] insurance (1) | 24. crest (3) |
| 18. torch / torchlight (4) | 25. loudhailer [2] |
| 19. rotten [4] | 26. cable (2) (<i>telegram</i>) |

Adding the words and frequencies they account for approximately 2.5% of total words (reading level of 97.5%)

Book E. Zorro SR/R+ 14 and WR/R+ 14

- | | |
|--------------------------------------|------------------------------------|
| 1. inn [23] | 14. hide (9) |
| 2. whip [12] whipped[3] whipping [5] | 15. astonished [1] astonishment[8] |
| 3. caballero[7] caballeros[33] | 16. cloak [8] |
| 4. pistol[20] pistols[3] | 17. scabbard[5] scabbards[1] |
| 5. servant[13] servants[8] | 18. sombrero[6] |
| 6. presidio[16] | 19. jailer (6) |
| 7. hacienda[22] | 20. veranda [8] |
| 8. landlord[27] | 21. wounded [3] wounds[1] |
| 9. Don (30++) | 22. galloped [1] galloping[4] |
| 10. senor [56] | 23. priest [2] priests [2] |
| 11. sergeant [40] | 24. comandante[3] |
| 12. sword (31) | 25. courtroom (3) |
| 13. dealer (12) | 26. moustache[2] |

Weaker readers R+ (28) – Woman in Black – see above

Adding the words and frequencies they account for approximately 2.75% of total words (reading level of 97.25%)

Book G. White Fang SR/R+ 28

- | | |
|-------------------------------------------|----------------------------------|
| 1. fierce [20] | 14. rub[4] rubbed [3] rubbing[1] |
| 2. growl [13] growled[35]
growling[12] | 15. weasel [8] weasels 1 |
| 3. ptarmigan[9] ptarmigans [2] | 16. wagged [3] wagging[1] |
| 4. sled[14] | 17. canoe [3] |
| 5. cabin12 | 18. famine [3] |
| 6. yukon [10] | 19. paw [3] |
| 7. fang [311] fangs | 20. hawk [2] |
| 8. cub (70) | 21. lair [3] |
| 9. fort [8] | 22. tame [2] |
| 10. tepee[3] tepees[4] | 23. strap[2] |
| 11. lynx [7] lynxes[1] | 24. pecked [2] |
| 12. pack (9) | 25. squirrel [2] squirrels[1] |
| 13. stroked (8) | 26. howled [1] |

*Adding the words and frequencies they account for approximately 2.25% of total words
(reading level of 97.75%)*

A7: PRETESTS AND POSTTESTS

The same test was used as a pretest and posttest.

Formatting of the original tests may vary from those produced below although the context remains the same. The titles on the tests below are for the readers' information and were not used in the original tests.

Weaker Readers, Test 1 (Table 3.12, step 7). Tested books A (The Promise) and book E (Zorro).

This is a vocabulary quiz. You must choose the right word to go with each meaning. Write the number of that word next to its meaning.

(Book A)

- | | |
|------------|---------------------------------------|
| 1. receipt | |
| 2. league | _____ teams in a competition together |
| 3. wages | _____ not straight |
| 4. linear | _____ money you are paid |
| 5. twisted | |
| 6. faculty | |
-
- | | |
|---------------|-----------------------------------------------------|
| 1. referee | |
| 2. magistrate | _____ making clothes |
| 3. fixture | _____ someone who helps you at home |
| 4. beaver | _____ person who starts and ends a game / game boss |
| 5. sew | |
| 6. servants | |
-
- | | |
|--------------|------------------------------------------------------|
| 1. hospice | |
| 2. opponent | _____ junior level, does something for fun not money |
| 3. amateur | _____ a bed to carry someone on when sick |
| 4. ailing | _____ the other team |
| 5. stretcher | |
| 6. nursery | |
-

1. tremendous
 2. violator _____ zero, 0
 3. winger _____ a player in a team
 4. nil _____ really great, amazing
 5. anonymous
 6. maternal
-

1. dodge
 2. tailor _____ people watching a game
 3. hurdle _____ Mr.
 4. scurry _____ to run around someone
 5. Senhor
 6. spectators
-

(Book E)

1. dealer
 2. pauper _____ gentlemen
 3. caballero _____ religious person / church leader
 4. geyser _____ someone who sells things
 5. surveyor
 6. priest
-

1. herd
 2. dagger _____ animal skin
 3. scabbard _____ gun
 4. hide _____ place to carry your very long 'knife'
 5. pistol
 6. pouch
-

1. gallop
 2. facial _____ hair on your lip
 3. foyer _____ ride a horse quickly
 4. hastily _____ place to get food / drinks / sleep
 5. inn
 6. moustache
-

1. cloak
 2. judge _____ coat
 3. servant _____ helper at home
 4. coax _____ person who looks after you in prison
 5. jailer
 6. familial
-

1. presidio
 2. courtroom _____ place where lawyers argue if someone is right or wrong
 3. military _____ Sir
 4. magistrate _____ place where soldiers live
 5. don
 6. anteroom
-

Stronger Readers, Test 1. (Eye of the Tiger book F and Zorro book E – see above).

(Book F)

1. rifle
 2. endoscope _____ makes things look closer
 3. rotten _____ a gun
 4. ammunition _____ old useless wood
 5. binoculars
 6. straw
-

1. cemetery
 2. dawn _____ boat at the bottom of the sea
 3. submerged _____ box for dead bodies
 4. dusk _____ sunrise, early morning
 5. coffin
 6. wreck
-

1. current
 2. throne _____ a chair for a king or Queen
 3. settee _____ very strong wind
 4. cyclone _____ the floor on top of a boat
 5. deck
 6. starboard
-

1. torch
 2. anchor _____ a place you board or get on a boat
 3. dyed _____ a light you hold
 4. blonde _____ yellow hair
 5. florescent
 6. wharf
-

1. explosives
 2. coral _____ a room on a boat
 3. cabin _____ sea animal grows like a rock, can be nice colours
 4. exterminate _____ very dangerous, can kill you
 5. sea urchins
 6. mast
-

1. galley
2. rodeo _____ something you can ride on in the water
3. cylinder _____ bottle with air in it
4. sledge _____ a place you make a phone call
5. urn
6. booth

1. reef
2. subterranean _____ you do this to protect yourself if your property is damaged
3. gramophone _____ line of rocks under the water
4. insure _____ you send this to someone like an old type of email
5. cable
6. chattel

1. aquamarine
2. apex _____ used underwater
3. crest _____ logo, symbol
4. bundle _____ things tied together
5. spear gun
6. memorandum

1. trough
 2. loudhailer _____ used for calling over a distance
 3. volumetric _____ deep water
 4. decompression
 5. channel
 6. otophone
-

Test 2 (Table 3.12 step 10)

Weaker readers book C (Woman in Black) and book B (Skyjack)

(Book C)

1. legacy
 2. bump
 3. hardly _____ person you are going to marry
 4. causeway _____ a walkway or land bridge between water
 5. fiancée _____ sound of something hitting something when moved
 6. priest
-

1. estuary
 2. headland _____ place where dead person's name is written
 3. script _____ scary noise of animal like a dog
 4. mammal _____ large wet area where river meets sea
 5. gravestone
 6. howl
-

1. duchess
 2. reptile _____ angry dog noise
 3. irate _____ lawyer
 4. growl _____ area of very wet land
 5. marsh
 6. solicitor
-

1. chisel
 2. pony _____ wet white air
 3. axe _____ small horse
 4. aerosol _____ large tool used for cutting wood
 5. donkey
 6. fog
-

1. jingle
 2. wagged _____ place with beds / food
 3. shriek _____ high loud sound, animal scream
 4. inn _____ the way a dog's tail moves
 5. hustle
 6. hovel
-

1. caravan
 2. tappet _____ held when a person dies
 3. tide _____ little bit wet
 4. orbital _____ sea pulled in and out by the moon
 5. funeral
 6. damp
-

1. stable
 2. shed _____ part of house that joins rooms
 3. saddle _____ small building near house
 4. trap _____ something you ride in behind a horse
 5. passage
 6. roomette
-

1. hooves
 2. atmospheric _____ white wet air
 3. hellion _____ horse feet
 4. pina-cola _____ strong drink
 5. brandy
 6. mist
-

1. irrigated
 2. memo _____ put a letter in it to post
 3. sub-aquated _____ die under the water
 4. postural
 5. drowned
 6. envelope
-

(Book B)

1. hostess
 2. spatial _____ room on a plane or boat
 3. anteroom _____ person who helps you and serves you food on a plane
 4. roomette _____ walking space between rows of seats
 5. cabin
 6. aisle
-

1. planetary
 2. hijacker _____ someone who speaks for their country, representative
 3. managerial _____ police officer
 4. ambassador _____ bad person who captures a plane
 5. inspector
 6. surveyor
-

1. tarmac
 2. marine _____ man with hair on his face
 3. bearded _____ hard ground a plane lands on and parks on
 4. facial _____ type of soldier
 5. terminus
 6. armor
-

1. journalist
 2. crew _____ specially trained soldier
 3. commander _____ workers on a plane or boat
 4. audience _____ writes news articles
 5. commando
 6. articulator
-

1. officio
 2. prime minister _____ army officer
 3. lecher _____ to free
 4. fiasco _____ leader of a country
 5. liberate
 6. colonel
-

Stronger Readers, Book G (White Fang) and book D (Woman in Black).

1. growl
 2. fierce _____ not wild, domestic
 3. volatile _____ low, angry animal noise
 4. wildebeest _____ dangerous, wild animal
 5. tame
 6. domicile
-

1. cub
 2. dogged _____ bird
 3. featheredge _____ dogs pull it, ride on it
 4. sprout _____ baby animal
 5. sled
 6. ptarmigan
-

1. palatial
 2. fangs _____ small house in forest
 3. hall-come _____ a place
 4. cabin _____ teeth
 5. munches
 6. yukon
-

1. canoe
 2. lynx _____ Indian tent home
 3. tenement _____ cat-like animal
 4. borax _____ boat
 5. tepee
 6. caterwaul
-

1. wag
 2. yoyo _____ safe place for people to live
 3. lair _____ dog's tail does this
 4. fort _____ animal's home
 5. hovel
 6. paddock
-

1. pack
 2. famine _____ a group of dogs
 3. dogged _____ touch an animal gently up and down
 4. sustenance _____ no food
 5. stroked
 6. touché
-

1. hawk
 2. peck _____ animal 'hand'
 3. paw _____ the way a bird eats
 4. bobs _____ a bird
 5. larko
 6. chub
-

1. rub
 2. straddle _____ small animal lives in trees mostly
 3. marmite _____ move something up and down or back and forwards
 4. buckle _____ leather used for holding something
 5. squirrel
 6. strap
-

1. terra-firma
 2. howl _____ small ground animal with sharp teeth
 3. brachiosaurus _____ cry of a dog or wolf
 4. wail
 5. weasel
 6. warble
-

Women in Black is the same as the test above.

A8: COHEN'S FORMULA AND EFFECT SIZE CONVERSION TABLE

Cohen's d can be converted to an r using Cohen's (1988:23) formula.

$$\begin{aligned} r &= d / [(d^2 + 4)^{.5}] \\ &= 0.8 / [(0.8^2 + 4)^{.5}] \\ &= 0.8 / [(0.64 + 4)^{.5}] \\ &= 0.8 / [(4.64)^{.5}] \\ &= 0.8 / 2.154 \\ &= \underline{0.371} \end{aligned}$$

Or an r can be converted to a d using Friedman's (1968:246) formula.

$$\begin{aligned} d &= [2 (r)] / [(1 - r^2)^{.5}] \\ &= [2 (\underline{0.371})] / [(1 - 0.371^2)^{.5}] \\ &= [2 (0.371)] / [(1 - 0.1376)^{.5}] \\ &= [2 (0.371)] / (0.8624)^{.5} \\ &= [2 (0.371)] / 0.9286 \\ &= 0.742 / 0.9286 \\ &= \underline{0.799} \end{aligned}$$

The relationship between d and r , Becker (2000), Cohen et al (2007)

Cohen's standard (Becker 2000)	d	r	Cohen's standard (Cohen et al 2007)
LARGE	2.0	.707	VERY STRONG
	1.9	.689	
	1.8	.669	
	1.7	.648	
	1.6	.625	
	1.5	.600	
	1.4	.573	VERY STRONG
	1.3	.545	
	1.2	.514	
	1.1	.482	
	1.0	.447	
	0.9	.410	
	0.8	.371	STRONG
	0.7	.330	
	0.6	.287	
MEDIUM	0.5	.243	MODERATE
	0.4	.196	
	0.3	.148	MODEST
	0.2	.100	
SMALL	0.1	.050	WEAK
	0.0	.000	

A9: READING SURVEY

This survey was administered after the final book had been completed, Table 16 step 9.

While the content of the reading survey has been reproduced accurately the formatting may differ from the original.

Read the sentence and circle ☐ the answer which best fits your opinion.

1. I prefer reading books on my own without any help, worksheets or discussion.

Strongly agree	Strongly disagree							
1	2	3	4	5	6	7	8	9	10

2. I think that reading books on my own without help can improve my English.

Strongly agree	Strongly disagree							
1	2	3	4	5	6	7	8	9	10

3. I prefer reading books with some discussion and exercises afterwards to help my English.

Strongly agree	Strongly disagree							
1	2	3	4	5	6	7	8	9	10

4. Reading a book and doing work after it will help my English better than just reading the book.

Strongly agree	.....								Strongly disagree
1	2	3	4	5	6	7	8	9	10

5. Just reading books for fun with no work after it is useful.

Strongly agree	.....								Strongly disagree
1	2	3	4	5	6	7	8	9	10

6. I don't have time to read English books.

Strongly agree	.....								Strongly disagree
1	2	3	4	5	6	7	8	9	10

7. I don't think reading books will really help me in my study.

Strongly agree	.....								Strongly disagree
1	2	3	4	5	6	7	8	9	10

8. I will read a book even if there are no grades or assessment.

Strongly agree	.....								Strongly disagree
1	2	3	4	5	6	7	8	9	10

9. I will only read books if I have to do it.

Strongly
agree

Strongly
disagree

.....

1 2 3 4 5 6 7 8 9 10

10. How many English books did you read for fun last year in form 5? Tick (✓) the box.

Don't count the books you HAD to read as part of your class work.

0 books	1 - 2	3 – 5	6 - 10	11 - 15	16 - 20	20+

11. How many Chinese books did you read for fun last year in form 5? Tick (✓) the box.

Don't count the books you HAD to read as part of your class work.

0 books	1 - 2	3 – 5	6 - 10	11 - 15	16 - 20	20+

12. If you don't read English books what are your reasons?

a)

b)

c).....

More.....

APPENDIX B: BACKGROUND INFORMATION AND STUDIES

B1: CMI / EMI SCHOOLS

In the 2009 / 10 school year there were 566 secondary schools and 61 special schools in Hong Kong. Hong Kong secondary schools are designated as English medium of Instruction (EMI) or Chinese medium of instruction (CMI). Of 566 schools, about 20% are EMI. These cater for the students with the best academic performances. CMI schools are ranked as Band 1, 2 or 3. Band 1 schools have an intake of the top 30% of those not admitted to EMI schools. Band 3 schools' intake is the bottom 25% of students. Foreign students generally attend international schools as do a few of the local Chinese with better English language skills or those with foreign passports. The researcher was teaching in a CMI band 3 school, which by 2010 had become a band 2.4 (approximately).

B2: AN EXPLANATION OF THE SHARED BOOK APPROACH

The Shared Book approach is a method in which a teacher shares a good book with a class of pupils over several days, until they become familiar with the language of the book (Holdaway, 1979). In brief, the traditional approach involves the teacher reading a large picture book to a group of children sitting around the teacher so that they can all see the print. The teacher introduces the story and encourages comments about the cover and predictions. The story is re-read over the next few days with students taking part where appropriate until they become familiar with the story. Repeated readings also offer an opportunity for systematic word study or phonic emphasis. (“What word on this page rhymes with . . . ?” “What other word begins with . . . ?”). Follow-up activities are planned after each class reading. These may consist of drawing and labeling their favourite part, acting out the story, reading in pairs, rewriting the story with different characters or ending, making an enlarged copy of the book and silent reading of the book, etc. (Elley, 2000). In the H.K. context the students would have their own copy of a reader rather than a large picture book which they would generally read on their own after the book had been introduced through pre-reading tasks to stimulate interest and some background knowledge (schema).

B3. SELECTION OF STUDIES OF READING WITH TASKS (R+)

Research	Subjects		Results				
	region	age / level	reading comprehension	general reading proficiency	listening	writing	vocabulary
Elley & Mangubhai 1983	Fiji	primary	+	+	+	+	
De' Ath 1991	Niue (1970's)	primary	+	oral			
Elley 1991	Singapore	primary	+				
Lai 1993b	H.K.	secondary	+				
Kuruppu 2001	Sri Lanka	primary	+		+	+	
Ng 2001	Brunei	primary	+		+	+	
Ng & Sullivan 2001	Singapore	primary		+			
Lituanas et al. 2001	Philippines	12 - 18		+			
Smith 2006	Taiwan	15 – 16	+				
Sheu 2003	Taiwan	13 -14	+	(speed)			+
Tanaka & Stapleton 2007	Japan	15-16 year olds	+	(speed)			
Hui 2008	Taiwan	Senior secondary					+

**B4. SELECTION OF STUDIES OF EXTENSIVE READING OR
UNINSTRUCTED READING**

Research	Subjects		Results				
	region	level / age	reading	general reading proficiency	listening	writing	vocabulary
Aranha 1985 <i>insufficient information</i>	India	primary		+			
Pitts et al. 1989	USA	adults					+
Robb & Susser 1989	Japan	university	+				
Hafiz & Tudor 1990	Pakistan	primary				+	
Lai 1991, 1993b	H.K.	secondary	+	+			
Day et al 1991	Japan	secondary					+
Cho & Krashen 1994	USA	adults	+				+
Mason & Krashen 1997	Japan	university	+			+	

Horst et al 1998	Oman	university					+
Renandya, et al 1999	Singapore	Vietnamese government officials	+				
Waring & Takaki 2003	Japan	university					+
Mason 2006	Japan	EFL adults <i>advanced</i>		TOEFL			
Lee 2007a	Taiwan	university	+				
Nishizawa 2010	Japan	20 – 22 university		TOEIC scores			
Brown et al 2008	Japan	university					+

APPENDIX C: TASKS AND WORKSHEETS

C1: LITERATURE CIRCLES

Literature circles are small discussion groups of a text. Each person has a role for which they prepare examples from the text to share with the group. As the focus of this study was vocabulary the tasks were restricted to several Word Masters (discuss vocabulary) and a Connector and Culture Collector (stimulate schema).

Connector and Culture Collector

1. Your job: Connector (joiner / matcher)

- Try to look for connections between the story and the real world
- You may think about any experiences you or friends have had that might be similar

examples:

- *Do the characters remind you of anyone you know?
- *Have you had the same thoughts, ideas or feelings?
- *Perhaps you can think of an example from television or movies.

2. Your job: Culture Collector

- Look for similarities or differences between your culture and the culture in the story

examples:

- * What is the theme of the story? (ghost, crime, freedom, love, care of animals)
Is this an important theme in your culture? Do people in your culture think about this theme in the same way or differently?
- * Do the people in the story do or say things that people in your culture would not say or do or does everyone in the world do these things?
- * Are there any similar stories in your culture?
- * Would people behave like this in your culture – why not?

1. *Share briefly with you group about connection and culture. You may speak for about 3 minutes. Be prepared with notes.*

2. *Ask the group if they have any ideas about connection and culture. (3 min maximum)*

Word Master

1. **Your job: to collect 4 words from the first half of the story and explain their meanings in 4 different (and interesting) ways.**

- You need to collect and explain 4 words BUT you need to find out what words other members of your group have collected and try to choose different ones. *(if you really can't find different ones then you should choose a different way of explaining them)*
- You might choose words that you didn't know the meaning of or you think others might not know the meaning of
- An interesting word or unusual word
- A word with an unusual spelling or pronunciation
- A word that is very important to the story

examples:

- *Draw a picture of one of the words – let them guess then explain
- *Give synonyms / antonyms of the word *(opposites or words that mean the same thing)*
- *Act out a word
- *Give the Chinese meaning(s) but also explain the word in English
- *explain why this word is important in the story (background)
- *explain the history / grammar / origin of the word
- *explain the meaning and also a way to help students remember the meaning
- *share the meaning in 2 or 3 sentences you have written using the word
- *any other original idea that will explain the word

2. ***Share each word briefly with your group.***

It will be important that you can pronounce the word correctly. Make sure the group also see the word written down. Show how the word is used in the story (you may need to read the sentence). Be prepared with notes and page numbers.

You can probably finish this task in 2 minutes if you are well organized.

C2: UNINSTRUCTED BOOK WORKSHEETS

The uninstructed books were given to the students with a brief worksheet and survey.

The first worksheet and survey is in a format similar to the one used in the experiment except greater spacing was available for the answers. The remaining worksheets are unformatted and contain the questions only and would have contained the same survey as for Skyjack.

Skyjack! by Tim Vicary

Name()

Answer the questions briefly. You should complete the book and worksheet **by Dec 7th**.

Chapters 1- 5

1. Who are Harold, Carl and Helen?

.....

2. What has happened?

.....

3. What do the bad guys want?

.....

Chapter 6 - end

4. What important person is on the plane?

.....

5. Did anyone get shot? If yes, who?

.....

6. What happened to the bad guys?

.....

7. What happened in the end?

.....

Reading survey attached to the beginning of the first worksheets accompany each book (UR and R+)

Reading Survey

Please circle  your answer

1. **I think the story was quite easy for me to read.**

Strongly agree	.....	Strongly disagree
1	2 3 4 5 6 7 8 9	10

2. **I enjoyed reading this book.**

Strongly agree	.....	Strongly disagree
1	2 3 4 5 6 7 8 9	10

3. **I could not finish reading the book.**

Strongly agree	.....	Strongly disagree
1	2 3 4 5 6 7 8 9	10

Woman in Black by Susan Hill

Chapters 1 - 5

1. What does Arthur decide to do?
2. Did Arthur sleep well at the Gifford Arms? Why was he thankful for one night's good sleep?
3. Why was Arthur so frightened when he saw the woman?
4. 'I now knew the truth', Arthur thought to himself. What was the truth?

Chapter 6 - end

5. Why did Arthur want to get into the locked room?
6. How did Arthur save Spider?
7. What happened after Jennet died?

The Eye of the Tiger by Wilbur Smith

Chapters 1- 8

1. What job did Harry Fletcher used to do and what does he do now?
2. Why did the men shoot Harry?
3. Who are Jimmy and Sherry?

Chapters 9 - 15

4. What is everyone looking for?
5. Who finds it and what happens?

6. Who is the real Sherry North?
7. What do you think will happen to Harry and Sherry?
8. Does the story have any message or lesson do you think?

The Promise by Scott-Buccleuch

Chapters 1 - 8

1. What did Palito enjoy most at school?
2. What did Pedro do to help Palito get a job with a good team?
3. How did Palito hurt himself?

Chapters 9 – 15

4. How did they fix Palito?
5. When Palito tried to play football again after the operation – what happened?
6. How did his friends get Palito playing again?
7. What was the old ladies promise that had come true?
8. What is the message of the story do you think?

C3: READING WITH TASKS WORKSHEETS

The first worksheet was given to the students with the book. It was completed and answers were briefly given at the end of the chapter noted on the worksheet prior to the literature circle. The worksheet was handed in and not returned until the conclusion of the study. The second worksheet was handed out for the second half of the book at the conclusion of the first literature circle.

Formatting of the original worksheets may vary from that below.

White Fang - 1

Chapters 1 – 5, pages 4 – 26. Complete for Nov 17th.

Name()

A. Can you find these words from the story?

1. A baby wolf is called a (page 11).....
2. A cat like animal (page 12)
3. A ground bird that eats seeds and plants and has a strange spelling (14).....
4. A group of wild dogs or wolves is called a (12)
5. A long thin animal that lives on the ground. (see page 7 and 16, 17).....
6. The ‘hand’ of a wolf or dog is called a (11)
7. The home of a wolf(12)
8. The way a bird eats (16)
9. A bird that hunts other animals (16)
10. A brown/red or grey animal with a big tail that usually lives in trees and often eats nuts (7 and 14)
11. The tent home of an Indian (page 21).....

12. A boat that you can paddle down the river in (24)

B. Can you put a word into the sentence? You may need to use each word more than once.

canoe	paw	tepee	lynx	hawk	squirrel	ptarmigan	lair
cub	pack	peck(ed)	weasel				

1. The of wolves chased after the injured animal.
2.are easy to catch and good to eat. First you must take off all the feathers.
3. We rode down the river in a
4. You must be careful that a bad guy doesn't take you into his
5. The cute reddish brown animal called a..... run up the tree with some nuts.
6. The wolf used its to dig a hole.
7. The flew high above the land looking for a rabbit to eat.
8. The made a noise like a cat and then jumped very high into the tree.
9. The little wolf was very cute.
10. The (2 words from list) the seeds on the ground.
11. A large of wolves watched the animals looking for a sick or weak one to chase.
12. Be careful because theis like a cat and can bite and scratch.
13. The birdat the bread on the ground.
14. Theheld 4 people and was very fast on the river.
15. The Indians went home to their to sleep.
16. The could hardly walk. It had just been born.

17. The village had many where the people would sleep and eat.
18. The baby wolf was born in the
19. The dog lifted up its and pushed open the door.
20. A can be difficult to steer on a fast river.
21. Thehad a brown back and a white front, was quite small and very fast.
22. You can shake hands with the dog. It will lift up its
23. HK has many hunting birds which look like
24. The animal went to sleep in its
25. In HK there is an animal called a It lives in trees and eats nuts and plants.
26. An Indian tent is called a
27. An animal which is like a big cat is called a
28. The flew down very quickly and caught the rat.
29. The small redlikes to eat nuts.
30. The had white feathers and liked to eat fruit and leaves.
31. A small wolf just born is called a
32. Thehas a long body, short legs and is NOT like a cat.
33. If you put the food in your hand a chicken willit.
34. A large of wolves chased the animal.
35. Thebit the baby wolf on the neck.

White Fang - 2

Name()

Chapters 6 - 10, pages 31 – 58 (the end) Please complete and hand in Nov 23rd

A. Can you find these words from the story?

1. An angry violent animal is very (page 31)
2. A low dangerous noise a dog or wolf makes in their throat (33)
3. Something you can ride on. Sometimes an animal like a dog might pull it (33)
4. A famous wild area in Canada where the story takes place (6 and 31)
5. An animal's teeth are its (35) *Also the name of the book.*
6. A safe village or town in Canada in the story is a (31, 32, 33)
7. Something made of leather used to hold something (35)
8. The way a dog / wolf moves its tail when it is happy (9, 40)
9. To move your hand along something slowly in a nice way (26, 45)
10. No food – it is a(31, 31)
11. Not wild. An animal which can live in your home is (42)*Opposite of Q.I.*
12. A small wooden house (43)*Also the name of a room on a boat / airplane.*
13. Move you hand back and forward on something quickly (45)
14. Sad noise when a dog / wolf cries at the moon (47)

B. Can you put a word into the sentence? You will need to use each word more than once.

fierce	growl(ed)	sled	cabin	Yukon	fangs	fort	stroke(d)
rub(bed)	wagged	famine	tame	strap	howl(ed)		

1. The wolf at the bad man. (2 words)
2. The of the wolf was very sad.
3. The dog its tail when the man gave it some food.
4. He was happy to see the animal and it hard on its head.
5. The man was very and shouted loudly at the naughty children.

6. His was quite empty inside but it was his home.
7.is an area of Canada close to Alaska (page 6)
8. The wolf and showed his
9. If you wanted to have a wolf as a pet you would need to it.
10. Themeant that many animals and people died from hunger.
11. The animal's..... were long and sharp.
12. The safe place was called a and it often had a big wall
around it to keep animals out.
13. She the wolf cub gently on its back.
14. The happy wolfits tail.
15. The weather had been very bad and all the plants had died. There was
nothing to eat. There was a great
16. He her gently on the back.
17. A will kill any weak, sick or old animals or people.
18. You can touch the dog, it is quite
19. He grabbed the animal with his and bit hard.
20. They lived in a safe place called Yukon.
21. Of course a pet must be otherwise it might bite you.
22. He tied the around the wolf's neck and pulled.
23. Most animals like it if youthem gently on the head.
24. The small wooden was a warm dry place to spend the night.
25. The story takes place in an area called
26. The on his head was very tight and he couldn't move.
27. The -ride was really fun down the mountain.
28. He lived in a small on the side of the hill.
29. The wolf looked up at the moon and

30. If you want to clean the table you will need to it quite hard.
31. “No”, the old man, ‘you can’t eat my apples, go away’.
32. They rode on thebehind the dogs.
33. He used the eraser to out his mistake.
34. A wild animal can be very and might bite you.
35. The animals pulled the which carried the men’s bags.
36. Theis a very large area of land.
37. The wolf was angry and showed its sharp
38. The went to theto buy and sell things.
39. The wolf its tail with happiness.
40. He tied a leather around the neck of the wolf.
41. The wolf was so unhappy it lifted up its head and

Woman in Black – 1

Chapters 1 – 5, pages 4 – 23. Complete for Nov 17th.

Name(…)

A. Can you find these words from the story?

1. A name for a lawyer (5, 7)
2. A type of wet air, sometimes a yellow, white colour (page 7)
3. You put a letter in this before you post it (page 8)
4. The person you are going to marry (page 8)
5. A gathering of people when someone dies (page 8)
6. A place to eat, drink and sleep (10)
7. A wet area where a river meets the sea (11)
8. The moon pulls the sea so it goes in and out every 6 hours (13, 14)
9. The name of a horses feet (page 14)

10. Something that is a little bit wet (18)
11. A strong alcoholic drink (20)
12. A loud high sound made by some woman and some animals in pain (20).....

B. Can you put a word into the sentence? You may need to use each word more than once.

inn funeral fog estuary tide solicitor envelope shriek
brandy hooves damp fiancée

1. We stopped at the for food and drinks.
2. The burned his stomach and made him cough.
3. He tried to make a fire but the wood was too and would not light.
4. When the came in, it covered the causeway.
5. I will ask my for advice about the legal problem.
6. A thick yellow was everywhere and it was impossible to see.
7. She put the money into theand hid it under her bed.
8. When the car hit the dog it gave a loud and then it was quiet.
9. If you have any problems with the new house call your
10. She put the letter into the and went to post it.
11. If you don't do the work it is your!. This means it is your problem.
12. You will need to buy an engagement ring for your
13. The-keeper gave us food and a bed for the night.
14. I could hear the sound of and looked out the window and saw the horse.
15. At this time of year in HK we have some days which can be quite and you need to dry everything out.
16. When they found him in the snow they gave him some to warm him up.

17. The sound of horse woke me up.
18. An can be very large especially if the river is big.
19. The beach was quite small because the was in.
20. The was so thick we couldn't see anything.
21. At our picnic at Pui Wo there was an behind us where the river meets the sea.
22. Thehelped the man to divorce his wife.
23. The was fat and brown and looked like it might have something important inside.
24. When she saw the huge spider on her pillow she let out a loud
25. We sat on the grass for our picnic but got wet as the grass was too
26. My and I will get married next March.
27. The was very sad but it was good to say goodbye to our friend.
28. We all went to theof old Mrs Wong who had died in her sleep.
29. The river flows into an which then goes into the sea.
30. The high- meant that there was not much sand to play on.
31. The old lady let out a loud when she saw the robber in her house.
32. After dinner they all enjoyed a glass of
33. His is called Ann and they will marry next year.
34. The wrote the legal papers.
35. The-keeper made some food for us and gave us a room for the night.
36. The was so thick we couldn't see very far ahead.

Woman in Black - 2

Chapters 6 - 14, pages 24 – 56 (the end) Please complete and hand in Nov 23rd

Name()

A. Can you find these words from the story?

1. A sound when something quite heavy falls on the floor (page 32)
2. The long corridor or hallway that joins rooms in a house (17, 33)
3. A raised road or path across wet ground (13, 35)
4. The place above a dead person where you write their name when they are buried (16, 36)
5. A small horse (14, 38)
6. The thing with two wheels you ride in behind a horse (14, 38)
7. Like fog but it often comes from the sea. Is wet and white and you can't see anything (9, 19, 26)
8. Low flat land that is often wet and empty (13, 23, 25)
9. The sound a dog makes when it looks at the moon (33)
10. What happens when you go underneath the water and don't come up and die (45)
11. A heavy tool used for cutting wood or trees also used by firemen (38)
12. What a dog's tail does when it is happy (29)
13. A small building beside a house often used to store tools or fire-wood (38)
14. A low angry sound a dog makes in its throat (32)

B. Can you put a word into the sentence? You will need to use each word more than once.

passage bump causeway trap pony mist marsh(es) howl(ed) drown(ed) axe wag(ged) shed growl(ed) gravestone

1. We went out of the kitchen and down the to the bedroom.
2. The was so thick we bumped into each other.
3. The dog at me so I ran with fear.
4. We read the It said RIP 2009 Mr Dykes. Of course we were very sad.

5. They kept all sorts of useful things in thebeside the house.
6. The dog at the robbers.
7. He fell into the deep water, couldn't swim and
8. He used an to chop open the door.
9. We walked over theto get to the house. There was water on both sides.
10. The dog was happy andits tail.
11. He went out to the wood-..... to get the axe.
12. They always ride in the- when they travel (2 words).
13. The dog looked at the moon and
14. It was a sort of white fog called
15. Hundreds of years ago, bad people would have their heads cut off with a big
16. The dog its tail with happiness.
17. The were a wet, lonely place.
18. The house was called Eel House.
19. The dog gave a sad that woke us all up.
20. It was sad in the story that the little girl in the water.
21. He cut the wood with a large
22. The pulled the trap.
23. A sea-..... came in and we couldn't see anything.
24. When the tide came in the water covered the so we couldn't get to the house.
25. We climbed into the and the horse moved off.
26. In the beside the house there were many tools.
27. The dog showed its teeth and a warning.

28. Thejoining the rooms was cold and damp.
29. We could hear the as the child jumped on the floor upstairs.
30. There were many in the graveyard. We read many of them.
31. We closed the-way door to keep the lounge warm.
32. Be careful at the beach if you can't swim You might
33. There was a loud as the box hit the floor.
34. After the funeral we watched the men put the over the body.
35. You need to be careful when you walk on the because you might sink.
36. He parked the trap outside the house and went in.
37. The box made a loud on the floor when he dropped it.
38. If a dog is very sad it will
39. The is a thin piece of land like a bridge.
40. The happy dog its tail with joy.
41. A small horse is called sometimes called a

Zorro – 1

Chapters 1 – 5, pages 4 – 24

A. Can you find these words from the story?

1. Something sharp and dangerous used for fighting (page 4)
2. Used for hitting someone or something, can hurt you (page 4)
3. Hair on your top lip is called a(page 6)
4. A place to drink, eat, meet friends and sleep (page 6)
5. He (She) is the owner of a place you can eat. drink or sleep at (pg 6)
6. The place you keep your sword (picture page 4), word on page 7

7. A very big hat (pg. 10)
8. Small type of hand gun (page 11)
9. A type of coat that covers your shoulders but not your arms (10, 11).....
10. The leader of an army or large group of soldiers (14)
11. A 'room' outside your house your house with no walls. You can sit on chairs out there (page 14)
12. The type of running a horse does when it is going very fast (21)
13. A cut on your body usually with blood (22)

B. Can you put a word into the sentence? You may need to use each word more than once.

moustache	sword	whip	whipping	inn	landlord	veranda
scabbard	pistol	cloak	wound	wounded	sombrero	
comandante		galloped	galloping			

1. We went to the for some food and drink. It was a comfortable place to stay.
2. He had a long on his top lip.
3. He pulled his sword out of the and ran to fight the men (see page 4).
4. When he rode a horse his flew out behind him in the wind.
5. The sword cut his arm and gave him a serous
6. They wanted to tell the of their success.
7. The horse down the rode and away from the town.
8. He used the to hit the man on the back.
9. He kept his sword in his
10. We asked the to bring us some drinks.
11. The was not bad so we covered it with a small bandage.

12. The large black covered his head and eyes completely.
13. It was cool and comfortable sitting outside on the
14. He didn't do his homework so he was given a as a punishment.
15. The had a warm fire and good food so we stayed there.
16. He pulled the from his belt and shot the men.
17. We asked the if we could have a room in the inn for the night.
18. His was very long and very sharp.
19. The policeman carried a for his safety.
20. He put the on to keep his back warm.
21. The man was hit fifteen time on the back with the
22. There were some big chairs on the where we could sit and watch the stars.
23. The was beside the road so we decided to sleep the night there.
24. They heard the sound of horses and looked out the window.
25. Zorro wore a on his head (see page 5).
26. The leader had to ask the for permission.
27. His needed to be cut as it was too big and hid his mouth.
28. The brought the food to our table.
29. The had a long handle and a long sharp blade.
30. I went up the steps onto the and knocked on the door .
31. He kept his in his pocket in case there were any bad guys.
32. The long.....he wore. was black and helped to cover his sword and pistol.
33. He was and the blood ran down his arm.
34. His large was pulled down over his eyes.
35. He pulled out his and tried to cut the other man.

36. The soldiers after Zorro on their horses.
37. He had a long black on his top lip.
38. He wore aon his belt which he kept his sword in.
39. The leader of the soldiers is the

]Zorro - 2

Chapters 6 - 13, pages 30 – 61 (the end) Please complete and hand in Nov 9th

A. Can you find these words from the story?

1. The name for a gentleman (pages 29, 36)
2. Someone who helps you do everything at home (page 36)
3. The place where the soldiers live and the Captain has his office (29, 30)
4. The word in Spanish for Mr. (32, 34) (*Mr Zorro*)
5. A large house in the countryside (pg 7, 30, 34)
6. The name for an important man – like ‘Sir (30, 32 also page 5)
7. Someone who sell things (37)
8. The skin of an animal is called an animal (37)
9. Very surprised, shocked (29, 32, 55)
10. The person who opens the prison door and looks after you in prison (48, 49)
11. People who work for God (32)
12. The place where the judge listens to find out if a man is right or wrong (pg. 37).....
13. The leader of a small group of soldiers (page 32)

B. Can you put a word into the sentence? You will need to use each word more than once.

priest Senor dealer courtroom hide astonished servant
 presidio hacienda Don caballero jailer sergeant

1. The helped the man to pray to God.
2. If you stay in the army a long time you might become a

3. An elephant has a very thick
4. Gonzales is not a very nice soldier.
5. The cleaned the room and put all the clothes away.
6. do not fight, they are gentlemen.
7. He was a very important man called a
8. An animal skin is often called its
9. The opened the door for me and took off my coat.
10. When Zorro took off his mask everyone was
11. His name was Carlos and he was a very wealthy and important man.
12. If you want to buy something go to a
13. He lives in a huge out of the city.
14. Many soldiers lived at the
15. Everyone listened to the lawyers arguing in the
16. The bad man was taken into the so the judge could hear what he
had to say.
17. His has a lovely garden and many rooms.
18. The soldiers went back to the to sleep.
19. He sold the animal for a lot of money.
20. The opened the door and threw in some food and water.
21. The prisoner was taken into the prison by the
22. The locked the bad man in the prison.
23. I was when I saw the alien driving the bus.
24. The man's name is Dykes.
25. He is an animal skin
26. The captain was in his office at the
27. Everyone in the stood up when the judge came into the room.

28. I was when I was the winner of the big prize.
29. The prices the had were very cheap.
30. His is very big and comfortable.
31. The brought me a chair and a cold drink
32. Diego is a very wealthy man. Everyone wants to be his friend.
33. They do not call him Mr. Zorro but Zorro.
34. The spoke to all the people in the church.
35. Many women would like to meet a nice as they are kind and gentle.
36. A is the leader of a small group of soldiers.
37. The helped the poor man and gave him some food.
38. He said that he was a, or a gentleman.
39. In Spanish they say instead of Mr.

APPENDIX D: LETTERS OF CONSENT

D1: PERMISSION LETTER - Oxford University Press

Letter of permission to copy Skyjack (Vicary, 2005).

Our Reference: 9780194230155

Mr Grant Dykes
address

11 January 2010

Dear Mr Dykes

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Maureen Wicking
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Grant Dykes

D2: PERMISSION LETTER - MacMillan Readers

Letter of permission to copy MacMillan Books

27 Oct 2009

Many thanks for your email asking for permission to copy 6 of Macmillan publications for research purposes. (*Only 5 books actually required*).

I can approve your request in principle, please acknowledge that Macmillan Education have given their approval for you to copy the publications for research purposes only.

I would be very interested to receive a copy of your thesis when available.

Best regards

Hazel Barrett

Permission Manager

Macmillan Education

Books copied: The Eye of the Tiger (Smith 2005), The Mark of Zorro (McCulley 2007), The Promise (Scott-Buccluch 2005), White Fang (London 2008), The Woman in Black (Hill 2005).

D3: STUDENT CONSENT

This year we read several books in class and you completed some vocabulary tests based on the books as part of a study for my doctoral thesis. I would like to publish the results of this study. Many universities and publishers require that authors get permission from their students to publish such data.

Although I will always keep your name confidential, I would like to ask your permission to be able to present and publish findings based on the work you have done in my class.

Although I would like to be able to present and publish data based on your work, you do NOT have to sign this consent form.

I agree to participate in this research by allowing my results to be published. I understand that the data will remain anonymous.

Date: _____

Signature: _____

D4: SCHOOL CONSENT

3rd September 2009

Quasi -experimental study on xxxx students for Doctor of Education degree

Dear Ms xxxx

My doctoral study is experimental in design. In order to carry out any form of experiment involving students, research ethics demands that I seek your approval and the approval of the students involved to publish their data. The study is quasi-experimental in that the subjects are not randomly selected and there is no control group.

The title of my doctoral study is **Vocabulary Acquisition of Second Language Learners from Reading**. I am interested in how much language, students can acquire from uninstructed reading (UR) or reading without any help. A number of researchers believe that students can just acquire language from their own pleasure reading. While I agree with these researchers in principle, I am not so sure that this method is so effective in the HK context and believe that another form of reading (R+) may be more beneficial. HK students do not generally have a belief that a pleasant activity without any follow-up tasks can really be of benefit. I believe that the gains from this type of reading are limited somewhat in HK by the students themselves and the examination-orientated education system.

I am interested in comparing this type of independent reading (the reading we are promoting in our class reading boxes and morning reading session) with guided reading (R+ - the type of reading we do with our junior form book packs). UR is reading with no teacher help or guidance and no follow-up work. R+ is reading with some teacher help before the reading commences, group work in the middle of the book and some brief follow-up tasks and discussion. The study will seek to measure vocabulary acquisition by measuring the words the students acquired from the reading and how well they know the words.

In addition to comparing UR with R+, I am interested in whether a student with a particular ability level is more or less capable of acquiring vocabulary from these two

methods. I plan to compare 15 weaker readers with 15 stronger readers using IR and R+. Students will also be asked their opinions of the two types of reading methods through a guided survey.

I plan to use form xxx (2009-2010) for the study. The strength of the study is that it is extremely relevant to what we are already doing in our English reading programme at xxxx. All I am really doing in this study is controlling two types of reading methods and accurately measuring results. The students will not be required to actually carry out any tasks that they would not already normally be doing in class. I believe that the study will have no negative effect on the students, but rather will be of benefit to them, in that they will be reading, discussing and building vocabulary.

The timetable for the study is as follows.

1. I will measure students' vocabulary and reading comprehension levels. This is actually something we are doing in most of our classes already.
2. As a result of the tests I will place the students into a stronger readers' group or a weaker readers' group. Something we should attempt to do to provide work at an appropriate level.
3. Students will complete a receptive and productive test (can they recognize the word / can they use the word) of the target vocabulary words.
4. The 15 stronger readers will read book A and the 15 weaker readers will read book B all without help (UR). This task is also something we are encouraging students to do normally - UR
5. Students will then all read the same book with brief worksheets and literature circles (literature circles – as per form 3 – each student assumes a role to discuss an aspect of the book) R+
6. Students will repeat step 5 except that stronger and weaker readers will have different books - R+
7. Students will read as per step 1 – UR.
8. Students will receive a post- test on target vocabulary twice. Once in the middle of the study and once at the end.

Students will therefore be asked to read two books on their own without help (UR) and two books with help, worksheets and discussion (R+). The results will be analyzed statistically with neither the school name nor student names recorded.

Students will not be informed of the experiment. If they are told that they will be reading and tested on vocabulary they will pay attention to memorizing words and thus invalidate the results. They will be told that they must read the books and that reading

will help their vocabulary and general language acquisition. Students will be asked for their permission to anonymously use some of their results in a statistical analysis that will be published. Students will be given feedback at the end of the study particularly highlighting gains that reading may bring and the importance of vocabulary in language development.

In summary of the study:

- All xxx students will have their vocabulary and reading comprehension measured. They will be given the results of these tests with an explanation of what they mean and a means to improve.
- All xxx students will be required to read 4 books of about 50 – 60 pages (ranging from about 8000 – 12000 words – about 3-4 pages a day as some pages have pictures). These books have been very carefully selected to be of high interest and of an appropriate reading level. Aside from the initial chapter of the book, reading will be homework so little class time will be required. Some class time may also be available during the morning reading sessions. They will have 10 days to read each book.
- Two of the required books will have brief worksheets primarily of vocabulary building tasks which will be completed as homework. The two books will be discussed in groups in class (total of 4 short discussions) which are an excellent oral activity.
- All the students will complete a pre and post test of the target vocabulary.
- All students will be provided with full feedback of the study.

The study is not particularly demanding from the students' perspective in terms of the time involved. They are only being asked to read four books and hopefully a normal form 6 student would be reading at least 10 – 20 in the course of a year. They will need to complete some reading activities based on the books and prepare for 4 oral discussions.

I am happy to share the results of the study with any interested parties particularly where it may help us in setting future programmes of work for our students. The study is an extremely relevant and practical one seeking to answer some very important questions as related to reading in HK and xxxx in particular.

I am sorry for the length of this outline but it is important ethically that every relevant point is included. I would be happy to discuss any details of the study with you.

I hope that you will be able to give permission for the study to proceed.

Yours sincerely

Grant A. Dykes

PERMISSION GRANTED, SEPTEMBER 7TH, 2009