

Strategies in Helping Students with SEN in Reading & Writing Tasks of HKDSE English Language Papers

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Main Principles

- What are the students' strengths & weaknesses?
- Capitalize on the strengths to make up for the weaknesses



Effective strategies

- Reading
 - Skimming skills
 - Identifying keywords in passage
 - Prioritize questions
 - Identify question types
- Writing
 - Frameworks (OREO, Hamburger, 5W, 5 senses)
 - Know commonly-used words & phrases

Read *Smart*

Step 1

Read the title

Step 2

Read the questions

Step 3

Guess the main idea

Step 4

Scan the passage

Step 5

Identify key words

Step 1: Read the title

- Read & analyse the title and headers
- Highlight key words

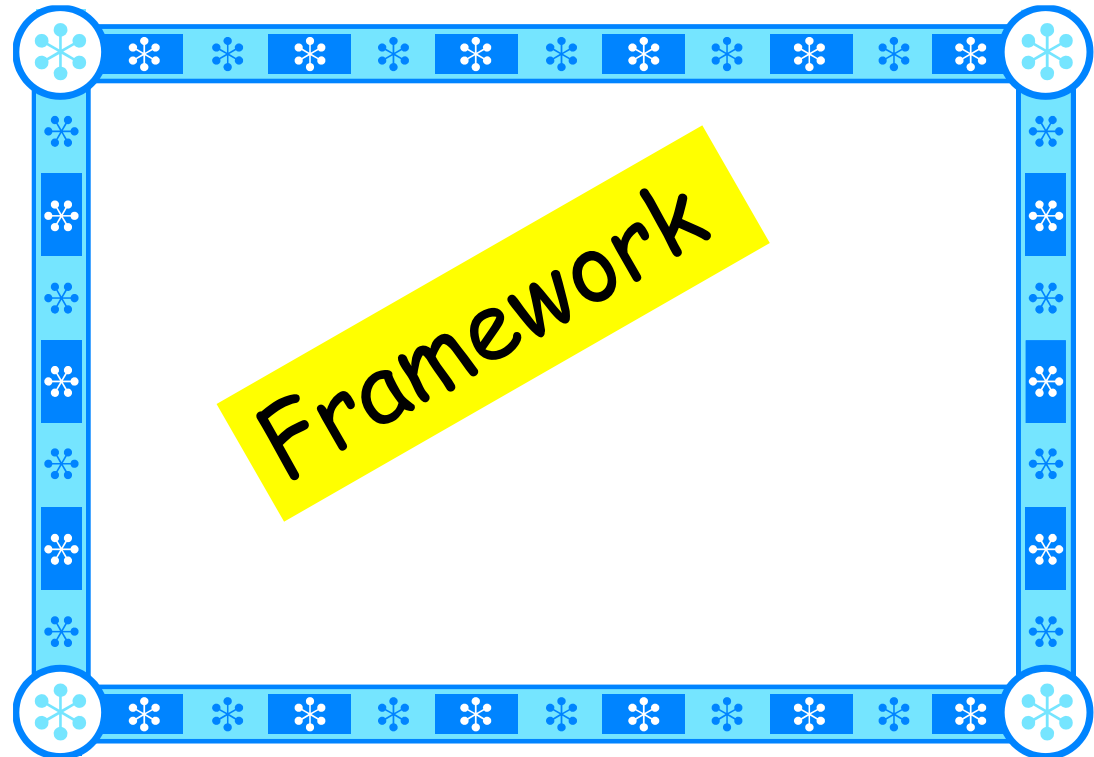


Step 2: Read the questions

- Analyse questions
- Highlight key words
- Look for clues about the passage's topic

Step 3: Guess the main idea

- Use keywords to guess what the passage is about
- Use 6 Ws Framework:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - HoW?



Step 4: Skim and scan the passage

Get the **main** idea:

- Read the *first* paragraph
- Read the *last* paragraph
- Read the *first and last sentences* of each paragraph

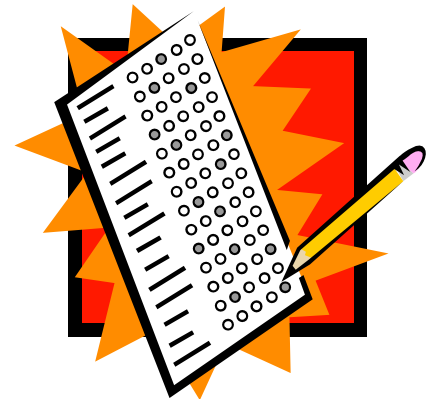
Step 5: Identify key words

- Highlight key vocabulary words
- Highlight words you don't understand

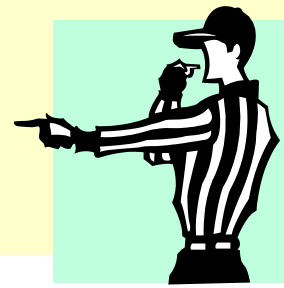


Reading comprehension

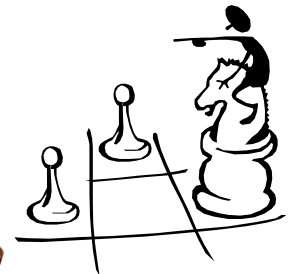
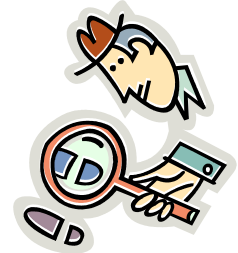
Skills for answering examination questions



Rules of the game



- Tips on how to get started
- Understand the questions and detect clues and key words (build a word bank!)
- Learn strategies to answer different types of questions
- Manage the use of time and effort



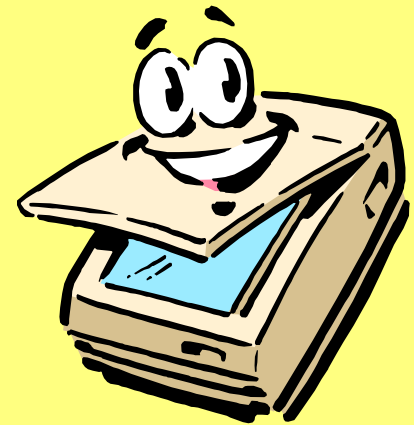
1. How to begin

Scan through the questions again and look for:

Questions you **can answer**

Questions that **are harder**

Marks allocation to plan your **time**



How to begin...

Start with questions you can answer

Start with factual questions

- Saves time
- You get points for what you know



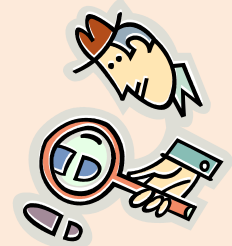
Next ...

Go back to the questions you have skipped.

- You might feel more relaxed after having answered other questions



- Your answer to one question may provide a clue to the answer of another question



Plan your time ...

Try to save a few minutes at the end for review

- **plan the maximum time you spend on each question**
 - Your first answer may not always be your best answer
 - **But change answers** only if you have a **good reason** for doing so

2. Understanding the question

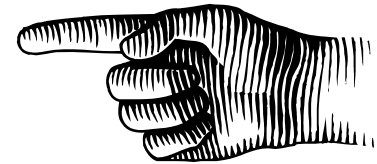
- Look at the **highlighted** or **circled** or **underlined** key words in the question
- Read the question **2Xs** if you need to
- Make sure you understand what they're trying to ask you



What kind of question is it?



- **Types of questions**



1. Multiple Choice Questions (MCQs)

- Choose the correct meaning and / or words
- Match sub-headings or summarize meaning of paragraphs

2. True/ False/ Not Given

3. Completing tables, concept-maps, charts etc.

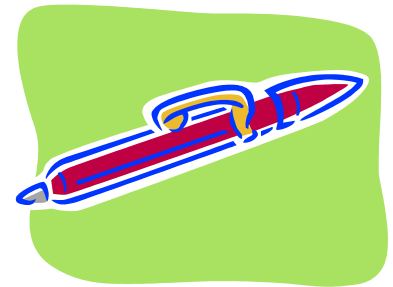
4. Open-ended questions

5. Summary Cloze

Question Word Bank

- Some words appear very frequently in the exam questions , such as:
 - Explain
 - Refer to
 - According to / Based on
 - Discuss
 - Name / Identify
- Students must know these words

Writing



Writing FRAMEWORK

- Give students a framework
- Give students a model to follow
- Task analysis
 - Content
 - Language
 - Organization



Writing rubric: Choose which ones to practise

- Content
 - Relevant & answers the question
 - Has details
 - Creative
 - Aware of audience
- Language
 - Sentence structure accuracy & variety
 - Grammar overall accurate
 - Appropriate vocabulary
 - Appropriate punctuation & spelling
 - Suitable tone & style
- Organization
 - Paragraphs (e.g., good introduction & conclusion)
 - Linking between sentences and paragraphs

Choosing the right type of question

Choose the one **you know best** in Part B

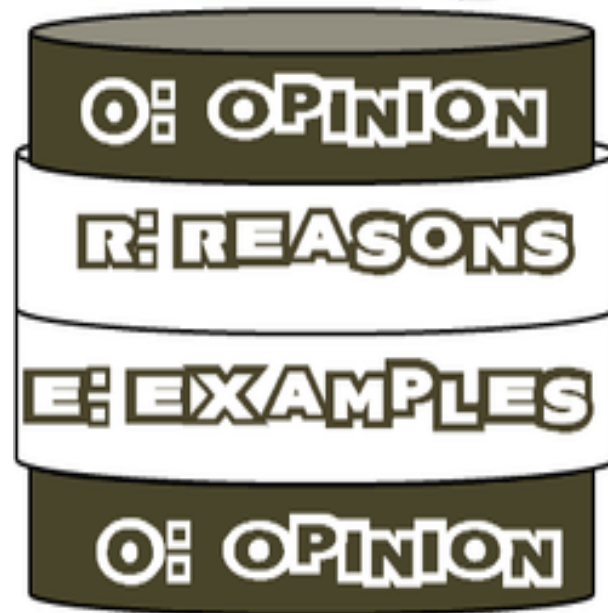


How to write...

- an introduction
- structured paragraphs
- a conclusion

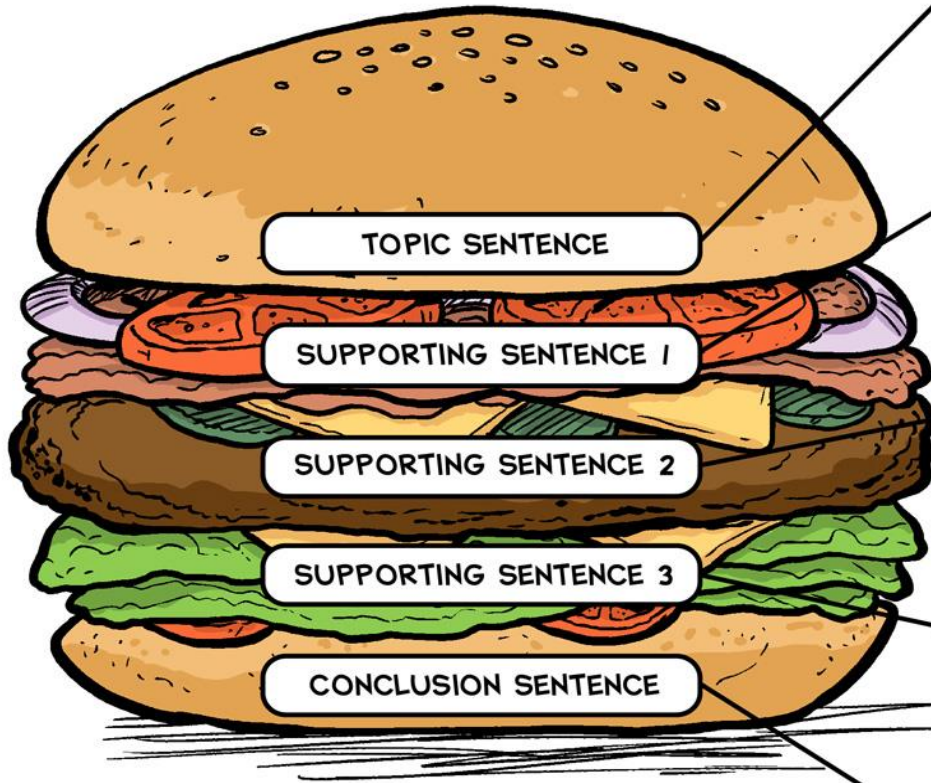
Writing Framework

Persuasive Writing
OREO 



Writing Framework

The Hamburger Paragraph



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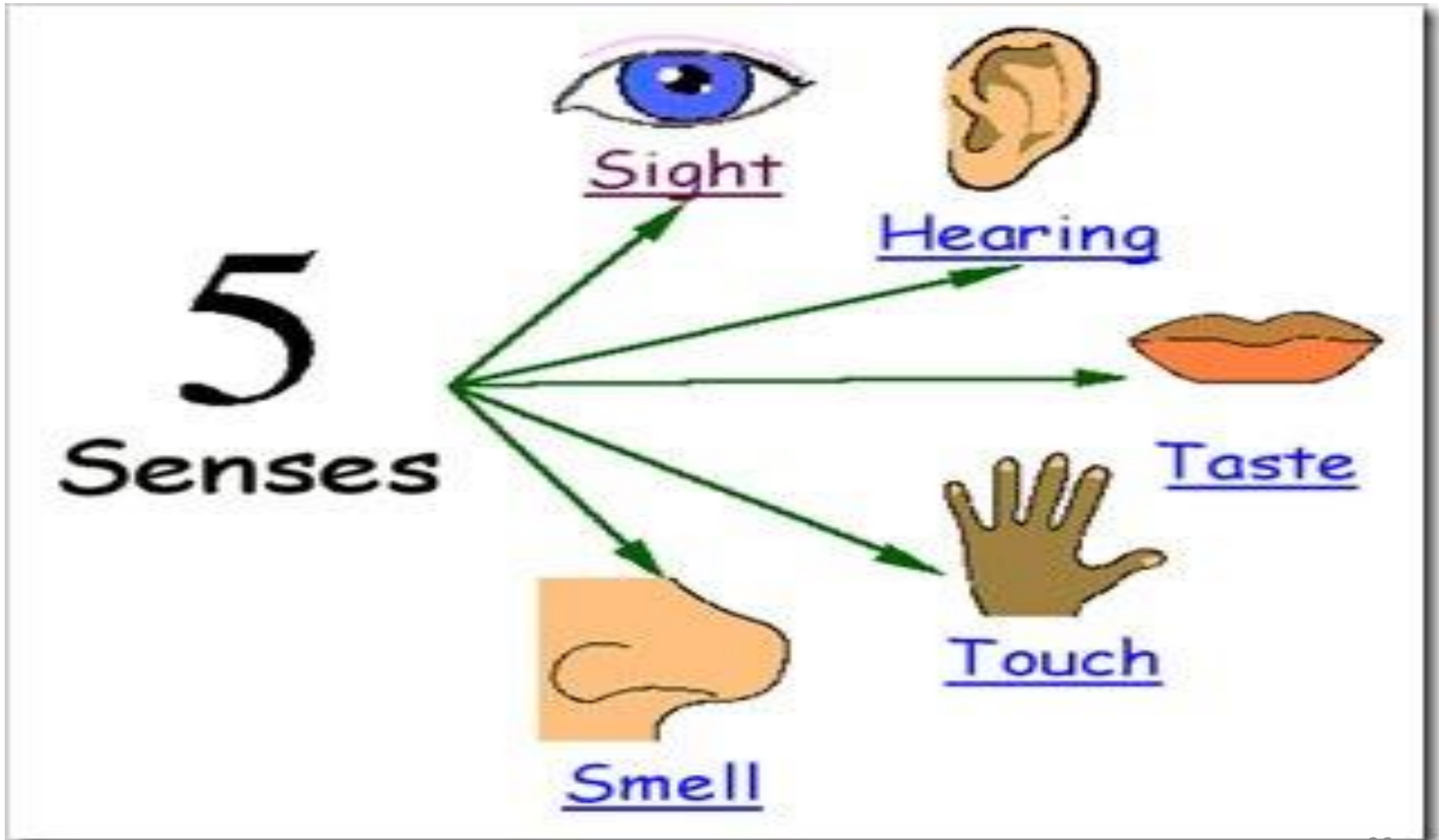
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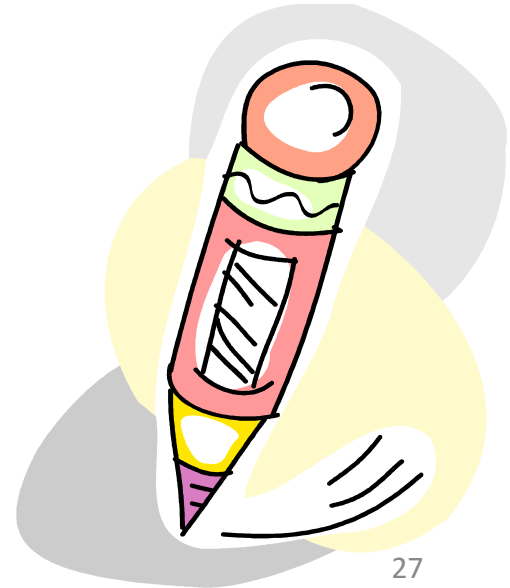
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Writing framework



Draft a plan

- ❑ spend about **5 minutes**
- ❑ write down **relevant points** and **key words**
- ❑ put them in **logical order**



How to write a good introduction

- It should clearly answer the question
- Include:
 - what you think (**personal statement**)
 - your **key arguments** to support it
- Use similar wording as that in the question

How to write a good paragraph

Paragraph 1

1 sentence



Introduce one idea

2 or 3 sentences



Example 1:
Example 2:
Example....

1 sentence



Summarizing the one idea

Linking words

Therefore

Consequently

Similarly

On the other hand

Again

Yet

Likewise

Contrarily

For the same reason

However

How to write a good **conclusion**

- Bring together all the key points
- Keep it short and precise
- Do not add anything new



words

possible substitutes

very

extremely, quite, extraordinarily, exceedingly

nice

agreeable, pleasant, delightful, attractive, considerate

good

excellent, enjoyable, pleasant, fine, splendid

bad

disappointing, unsatisfactory, inadequate, faulty, harmful

terrible

horrible, unacceptable, unpleasant, disagreeable, dreadful

wonderful

marvellous, amazing, excellent, fine, enjoyable

great

excellent fine, magnificent, splendid, enjoyable

Special Examination Arrangement for candidates with SLD

- Extended time allowance (25% written, 15% MC)
- Enlarged print
- Ivory-colour question paper
- Write on alternate lines
- Write on one side of answer book
- Circle MC instead of filling in answer sheet
- Word processor (for illegible and/or slow writing)
 - Overlay PDF format question-answer papers

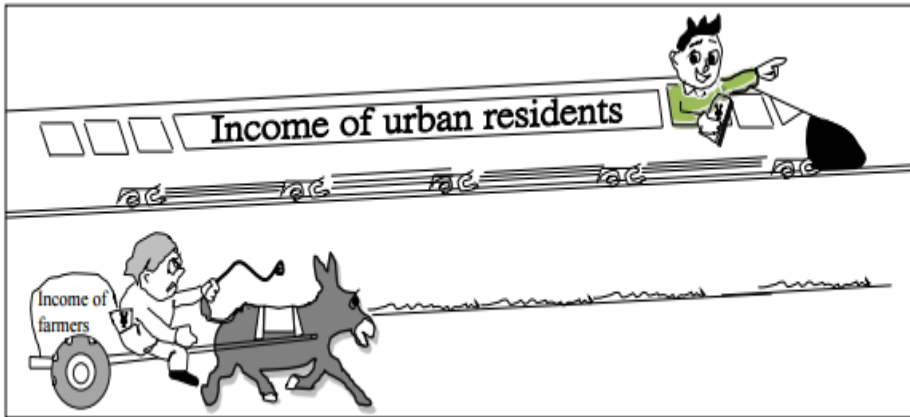
Special Examination Arrangement for candidates with SEN

- Speech-to-text software for Liberal Studies
 - SLD students with writing impairment
 - MacBook Air
 - Can edit text with keyboard / Chinese input method



Special Examination Arrangement for candidates with ASD

- Plain text labels / description of questions that involve high level comprehension, interpretation of cartoons or complicated pictures
- For Liberal Studies, History, Chinese History



The cartoon shows a man on a cart pulled by a donkey, whipping the donkey. The cart is carrying a bag labelled “Income of farmers” and the man has a thin pile of RMB notes in his pocket...

Thanks