

**SHUNG TAK CATHOLIC ENGLISH COLLEGE**  
**ENGLISH LANGUAGE GIFTED PROGRAMMES**  
**2025 - 2026**

**S1: NARRATIVE VOICES: STORYTELLING & ENHANCING PUBLIC SPEAKING AND MC TECHNIQUES (External Provider)**

**Target Group:** Secondary 1  
**Timeframe:** 2<sup>nd</sup> Term  
**Duration:** 5 sessions, 1.5 hours each

**Objectives:**

- Developing storytelling skills
    - ✓ Learn the fundamental elements of storytelling, including character development and plot structure.
    - ✓ Give students the chance to express their ideas and emotions through storytelling.
    - ✓ Learn techniques for captivating an audience, such as effective pacing, voice modulation, and the use of body language, to enhance the delivery and impact of their stories.
  - Developing public speaking skills
    - ✓ Learn about the elements of effective speeches: structure, audience awareness, and purpose.
    - ✓ Develop non-verbal communication techniques, such as body language, eye contact, and gestures.
  - Master of Ceremonies Training
    - ✓ Understand the essential role of an MC in events, including responsibilities before, during, and after an event.
    - ✓ Learn techniques for effectively engaging and energising an audience.
    - ✓ Further develop skills in audience engagement and event flow management.
    - ✓ Practice improvisation techniques and quick thinking in front of an audience.
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**S2: SPEAK WITH IMPACT: MASTERING PUBLIC SPEAKING (External Provider)**

**Target Group:** Secondary 2 students  
**Timeframe:** 2<sup>nd</sup> Term  
**Duration:** 6 sessions, 1.5 hours each

**Objectives:**

- Overcoming Fear and Building Confidence
    - ✓ Identify personal fears and understand their origins to address them effectively.
    - ✓ Create personalised coping strategies and techniques to manage public speaking anxiety.
  - Crafting Your Speech
    - ✓ Master the components of a well-structured speech, including introduction, body, and conclusion.
    - ✓ Utilise storytelling methods to make speeches more engaging and relatable.
  - Delivery Techniques and Engaging the Audience
    - ✓ Explore the impact of tone, pace, and body language on audience engagement and message delivery.
    - ✓ Engage in exercises to improve articulation, projection, and non-verbal communication skills.
    - ✓ Discover methods to foster a connection with the audience, including asking questions and using humour.
    - ✓ Gain skills in designing and utilising visual aids to enhance presentations and clarify key points.
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**S3: EXCEL IN LISTENING (STC English)**

**Target Group:** Secondary 3  
**Quota:** 10 students  
**Timeframe:** 1<sup>st</sup> Term  
**Duration:** 3 sessions, 1.5 hours each

**Objectives:**

- To understand the requirements of Paper 3 (Listening and Integrated skills).
  - To examine roles in the tasks set in this examination.
  - To look at different text types and the skills needed to manipulate the data to score marks.
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**S4: WRITING WITH AI AND READING TO EXCEL (STC English)**

**Target Group:** Secondary 4  
**Timeframe:** 1<sup>st</sup> Term, 2<sup>nd</sup> Term  
**Duration:** 6 sessions, 1.5 hours each

**Objectives:**

- **To help students to improve their writing by providing a program that can give instant feedback**
    - ✓ To give students the chance to self-regulate their learning and writing progress.
    - ✓ To receive real-time feedback on grammar, style, and structure, allowing students to make immediate revisions and enhance their writing quality.
    - ✓ Allow students to track their writing progress over time, helping them identify strengths and areas for improvement.
    - ✓ Foster self-reflection by prompting students to evaluate their writing choices and understand the rationale behind their revisions.
  
  - **To help students improve their scores in the HKDSE Reading paper**
    - ✓ Familiarise students with the structure of the HKDSE reading paper, including question types and scoring criteria.
    - ✓ Introduce key reading strategies (e.g., skimming, scanning) to improve efficiency and comprehension.
    - ✓ Practice identifying main ideas and supporting details in various texts.
    - ✓ Teach students how to use contextual clues to infer meanings of unfamiliar words.
    - ✓ Teach how to identify and analyse organisational features (e.g., headings, paragraphs, bullet points) to aid comprehension.
    - ✓ Foster critical reading skills by teaching students how to analyse arguments and identify bias or perspective in texts.
    - ✓ Develop inference skills to draw conclusions based on implicit information rather than explicit statements.
    - ✓ Engage in group discussions and activities to practice critical analysis of selected readings.
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**S5: ENGLISH AMPLIFIED: SKILLS FOR LISTENING & WRITING MASTERY**

**(STC English)**

**Target Group:** Secondary 5  
**Timeframe:** 1<sup>st</sup> Term, 2<sup>nd</sup> Term  
**Duration:** 9 sessions, 1.5 hours each

**Objectives:**

- **To further polish skills and strategies for the listening examination**
    - ✓ To improve the ability to focus intently on audio material, extracting key information, and understanding the main ideas and details.
    - ✓ To further practise effective strategies for jotting down important points, keywords, and phrases quickly while listening to the audio.
    - ✓ To understand the context, tone, and situation of the task
    - ✓ To improve the ability to discern relevant details from properly preparing for the listening component during the preparation time.
    - ✓ To effectively manage available time during the exam to ensure that all questions are answered within the given timeframe.
    - ✓ To improve the skills in retaining information from the audio while simultaneously processing it for understanding and later recall.
    - ✓ To have the ability to adjust to different types of audio formats (e.g., interviews, discussions, announcements) and question formats (e.g., multiple choice, fill-in-the-blanks).
  - **To give further opportunities to students to excel in writing**
    - ✓ To refine students' writing skills for the HKDSE English Language Writing exam.
    - ✓ To better understand the assessment criteria.
    - ✓ To enhance brainstorming and idea generation skills.
    - ✓ To create detailed outlines for chosen topics, focusing on structure and argument flow.
    - ✓ To craft compelling introductions and conclusions.
    - ✓ To enhance language and style by improving vocabulary, grammar, and stylistic choices.
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**S6: ENGLISH AMPLIFIED 2: SKILLS FOR WRITING & SPEAKING MASTERY (STC English)**

<b>Target Group:</b>	Secondary 6
<b>Time frame:</b>	1 <sup>st</sup> Term
<b>Duration:</b>	7 sessions, 1.5 hours each (after school) 5 sessions, 0.5 hour each (before school begins or at lunch time)

This programme focuses on stretching the capabilities of students by offering them the opportunity to attempt tasks in writing and speaking skills in preparation for the HKDSE English Language Exam while in examination settings.

**Objectives:**

- **To give further opportunities to students to excel in writing**
    - ✓ To refine students' writing skills for the HKDSE English Language Writing exam.
    - ✓ To better understand the assessment criteria.
    - ✓ To enhance brainstorming and idea generation skills.
    - ✓ To create detailed outlines for chosen topics, focusing on structure and argument flow.
    - ✓ To craft compelling introductions and conclusions.
    - ✓ To enhance language and style by improving vocabulary, grammar, and stylistic choices.
  - **To further polish speaking skills and strategies for the speaking examination**
    - ✓ To improve active listening skills which is the ability to attentively listen to others, understanding their points and responding appropriately, fostering effective communication and collaboration.
    - ✓ To practise the skill of sharing speaking time, knowing when to contribute and when to allow others to speak, ensuring a balanced discussion.
    - ✓ To provide and receive feedback in a respectful and supportive manner, helping to enhance the overall quality of the conversation.
    - ✓ To be open to changing topics or perspectives during the discussion, adjusting one's contributions based on the flow of the conversation and the ideas of others.
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