

BRIDGING THE GAP: CONNECTING READING AND SPEAKING TO PROMOTE CREATIVE EXPRESSION



POPE PAUL VI COLLEGE

Ms Candy Chung & Mr Sergio Fernandes de Lima
18th October 2025

Disclaimer

To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.



English Language Education Key Learning Area School Curriculum

Junior Forms:

General English (Theme-based Reading, Writing, Listening and Speaking)

Pronunciation and Communication

Literature

Senior Forms:

Theme-based Reading, Writing, Listening and Speaking



Listening



Speaking



Reading



Writing



English Language Education Key Learning Area School Curriculum

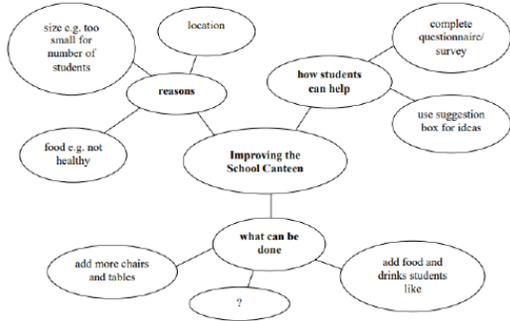
Pronunciation and Communication (before)

Individual presentation ③

Preparation Time: 3 minutes
Assessment Time: 2 minutes

Your class is talking about the improving of the school canteen.

Prepare a two-minute presentation about the updating of the school canteen. You can use some ideas from the following mind map and/or your own ideas in your presentation.



You may use the following or your own words to begin and end your presentation.

Good morning/afternoon, everybody. I'm going to talk about improving the school canteen.

Thank you. That's all I want to say.

END OF PAPER

① Notes: Improving the school canteen

Problems with the canteen now	What can be done

Actions residents can take	Add a new idea

② Think of an interesting introduction

.....

③ Now think of a memorable conclusion (summary statement and call to action)

.....

Group interaction ③

Preparation Time: 4 minutes
Assessment Time: 6 minutes

The School Prefect Team is organising activities to thank teachers on Teachers' Day. You and two other members of the team are talking about the activities.

In your discussion, you may include:

- how to decorate the school e.g. balloons, flowers...
- what activities to hold e.g. special assembly, performances...
- what to give teachers
- the menu for the special lunch
- anything else that you think is important

You may begin by saying:

We are organising activities to thank teachers on Teachers' Day. First, let's talk about how to decorate the school.

END OF PAPER

Candidate A Start the interaction: Say hello and invite other candidates to start. State the purpose of the discussion. Introduce the first subtopic, make a suggestion and give a reason. Ask candidate B (or any other candidate) what she thinks.	We can decorate the school with would make the school look cozy. We can put up ... and hang streamers in / on / along ...
Candidate B Echo and agree / disagree, with a reason. Offer a new suggestion if you disagree. Ask candidate C (or any other candidate) what she thinks.	We can offer teachers would be a meaningful gift to our teachers. How about presenting our teachers with ...?
Candidate C Echo and agree / disagree, with a reason. Offer a new suggestion if you disagree. Ask candidate D (or any other candidate) what she thinks.	I believe ... is something teachers would enjoy eating. ... is sure to please everyone. Sophisticated palates would enjoy having these artfully crafted dishes for lunch. ... offer mouth-watering options. How about serving some classic favourites with a twist? For example, ...
Candidate D Echo and agree / disagree with a reason. Offer a new suggestion if you disagree. Restate the decision made by the group. Introduce the next subtopic, make a suggestion and offer a reason / give examples. Ask any other candidate what she thinks.	
Go through all the subtopics, making suggestions, offering a reason for your suggestion, giving examples when appropriate. Keep eye contact throughout the interaction. Listen attentively and respond accordingly. Be spontaneous, have a REAL interaction.	
Ending the interaction: mention anything else that is relevant to the situation. Summarise the decisions if there is time left.	



Speaking not connected to topics covered in General English



Pope Paul VI College
Secondary 3
2024 - 2025

Pronunciation & Communication

I
æ
ɒ
ʊ
ə
e
ʌ

i:
ɑ:
ɔ:
u:
ɜ:

ɜ
ð
dʒ

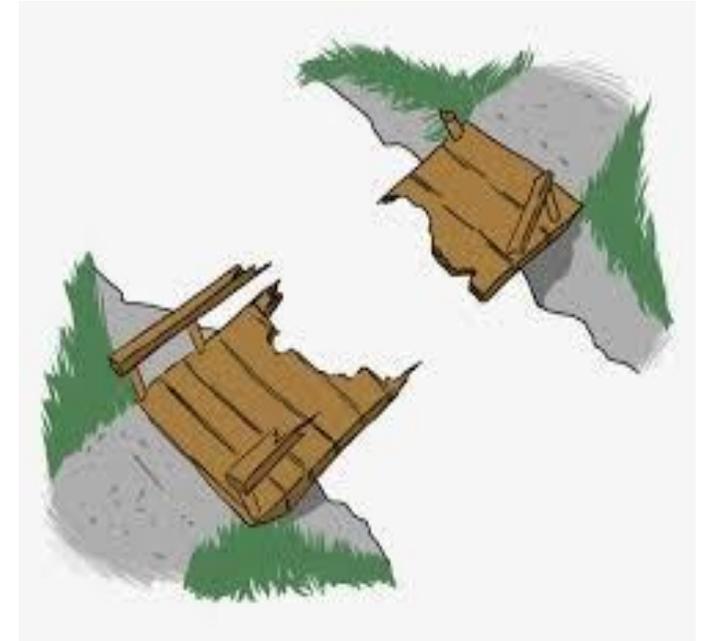
eɪ
əʊ
aɪ
aʊ
ɔɪ
ɪə
eə
ʊə

ʃ
θ
tʃ
ŋ

Name: _____

Class: S.3 _____

Class No: _____





Bridging the gap and aligning the content for all papers

**General English lessons
focus on sports for unit 4**



Pope Paul VI College
Secondary 3 ~ 2025 – 2026

**Pronunciation &
Communication**

Unit 4 – Sport

Name: _____

Class: S.3 _____

Class No: _____

Summary (1)

The school presented an interactive session showing the process the students followed. They were initially presented with various short texts about the life of Siobhán Haughey. Students extracted key events in her life and added them to a timeline. An additional aim of this speaking hub practice school was to encourage creative thinking and less reliance on notes. This creative thinking process began by showing students a clip from the film 'Sliding Doors'. This provoked thought about the different paths our lives can take. The students returned to their timelines and had to create a new fictional path to Siobhán's life.



Collecting information about Siobhán Haughey

①

Not one to rest on her laurels, Haughey had revamped her training ahead of the Paris 2024 Olympics, with her experience at the Tokyo 2020 Olympics in mind. “I started training with a different coach after Tokyo, so my training was different—[it was] more intense and with more volume,” she says. Mental preparation has been key, too, with a psychologist helping her stay sharp and at ease. “When you worked hard during the journey and have done everything you can to prepare, you will be at peace with whatever the outcome is.”

Now, at 27, Haughey reflects on her evolution since her first Olympics in Rio de Janeiro in 2016. “So much has changed. At my first Olympics, I was 18 and was very nervous. I was so focused on the race itself that I actually don’t remember anything else from that Olympics— not the athlete village, the dining hall nor the crowd at the pool.”

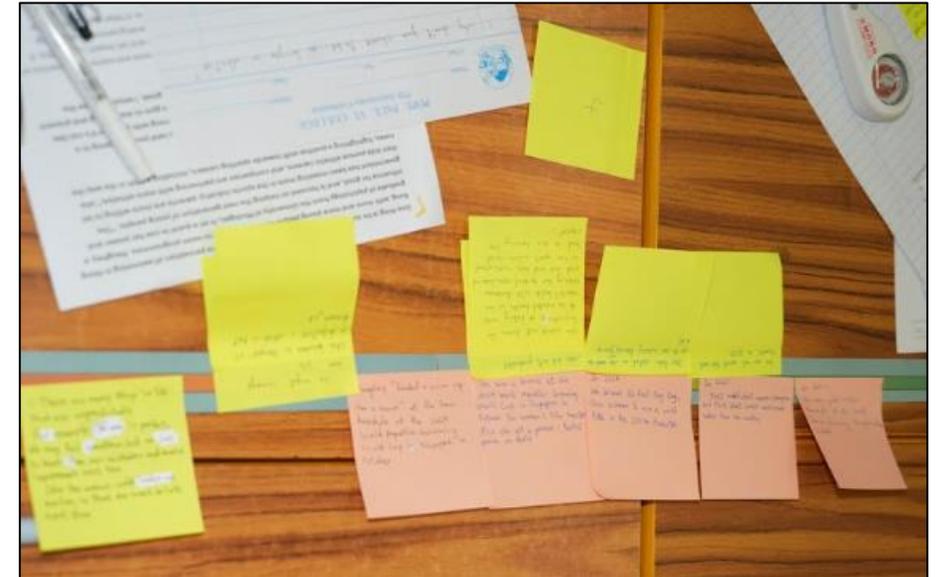
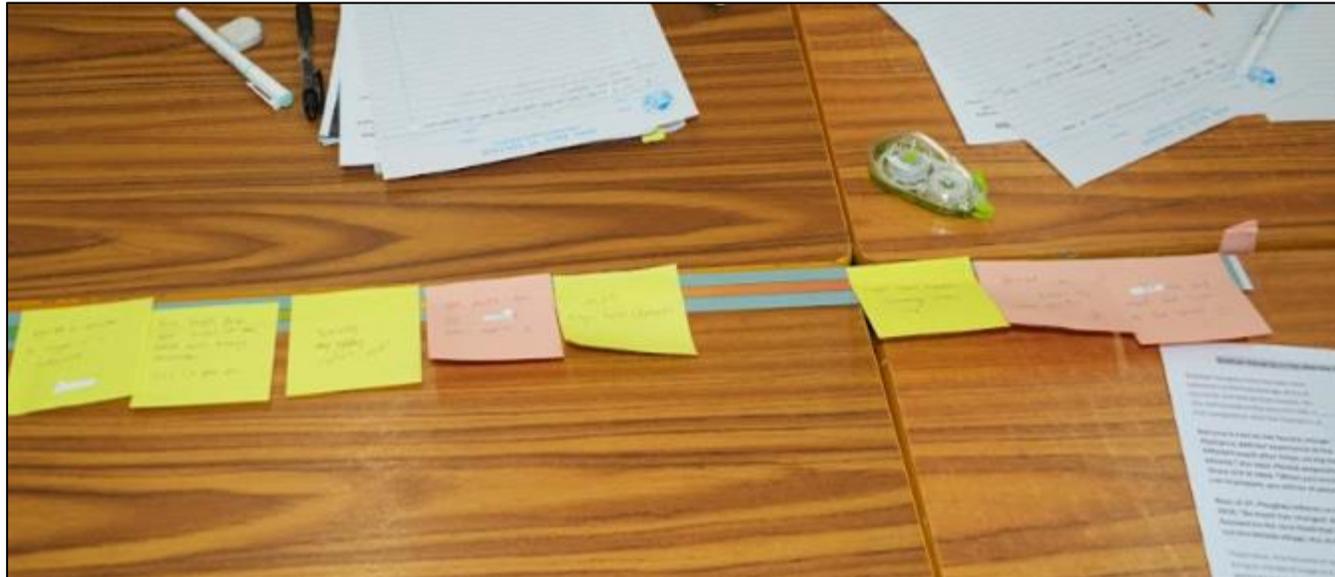
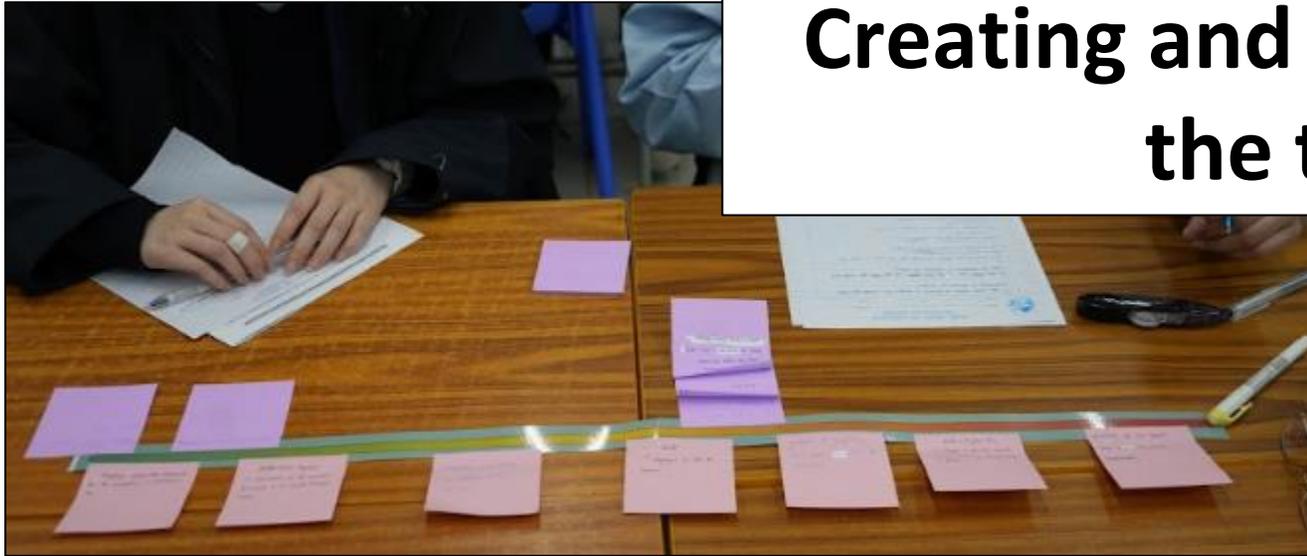
②

Having a laugh once in a while doesn’t hurt either. Haughey dressed up as a panda to walk out to the blocks of the women’s 50m freestyle at the 2024 World Aquatics Swimming World Cup in Singapore in October. It was Halloween and also her birthday.

She ended up winning bronze in that race with World Aquatics quickly dubbing her the “fastest panda on earth”. The following day Haughey “traded a swim cap for a crown” in the 200m freestyle, thus proving yet again how beneficial taking a breather can be.



Creating and adding events to the timeline



Summary (2)

A drama technique of hot seating was used. One Regional NET Coordinator acted as Siobhán while the students interviewed her about the new fictional paths her life had taken. Students were finally asked to present Siobhán's new life to the rest of the class, sparking creative thinking and moving them away from a reliance on notecards. Overall, the alignment of the speaking and General English lessons allowed less confusion amongst students as they were engaged within one context in all English lessons.



Extended task – Language Arts

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.





Activity 2 – Discuss the following questions in groups of 3-4 students:

- Many people in America consider this their favourite poem. Why do you think it is so?
- A **moral** is something that you can learn from a story, a poem or an experience. Do you think this poem has a moral? If yes, what is it?
- Have you or someone you know ever had to make a big decision? What was it?
- What are some of the major decisions a person makes in life? Make a list with your group.

Major Life Decisions





Exploring the sounds of English

Read the poem on page 5 again and find words that contain the sound represented by the following IPA symbols:

stanzas 1, 4	stanzas 2, 4	stanza 1	stanza 1
/dʒ/	/ð/	/θ/	/j/
as in judge	as in this	as in think	as in yell
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Extended task – IPA
Exploring the sounds of English

BRIDGING THE GAP: CONNECTING READING AND SPEAKING TO PROMOTE CREATIVE EXPRESSION



POPE PAUL VI COLLEGE

