

Yum!

Learning is the Main Course: Digestible Strategies to Engage Passive Students

The Salvation Army William
Booth Secondary School

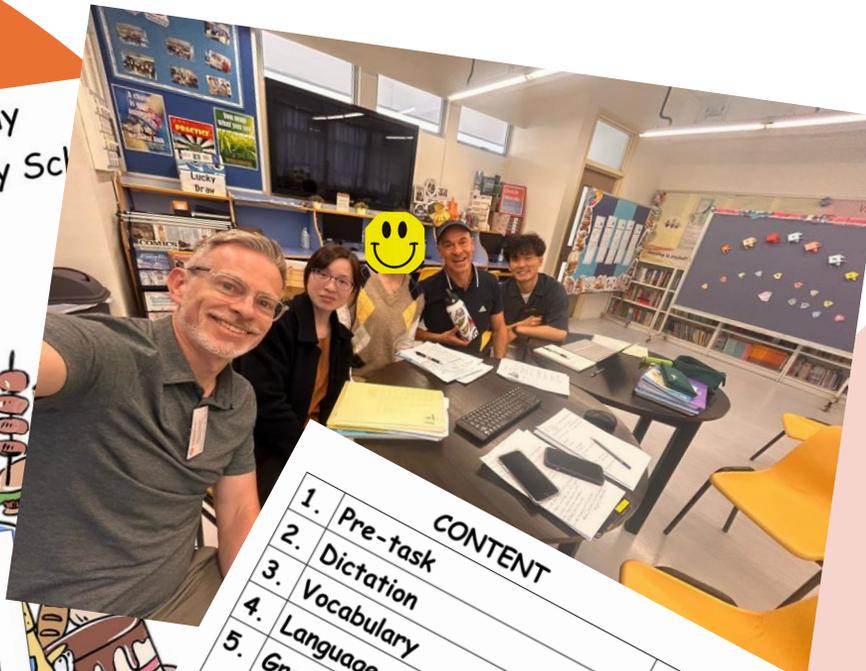
Craig Anderson & Ron Tang
18 October 2025



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.

The Salvation Army
William Booth Secondary School
F.1 English



CONTENT		PAGE
1. Pre-task		3
2. Dictation		4-5
3. Vocabulary		6-10
4. Language Arts		11-13
5. Grammar		14-39
5.1 Countable and Uncountable Nouns		
5.2 Articles		
5.3 Imperatives		
5.4 How many / much		
5.5 Some / Any		
5.6 Grammar Consolidation		
6. Writing Task 1		40-49
7. Writing Task 2		50-61
8. Speaking		62-65
9. Bookworm		66-68

4 Form 1
classes, a wide
range of English
ability

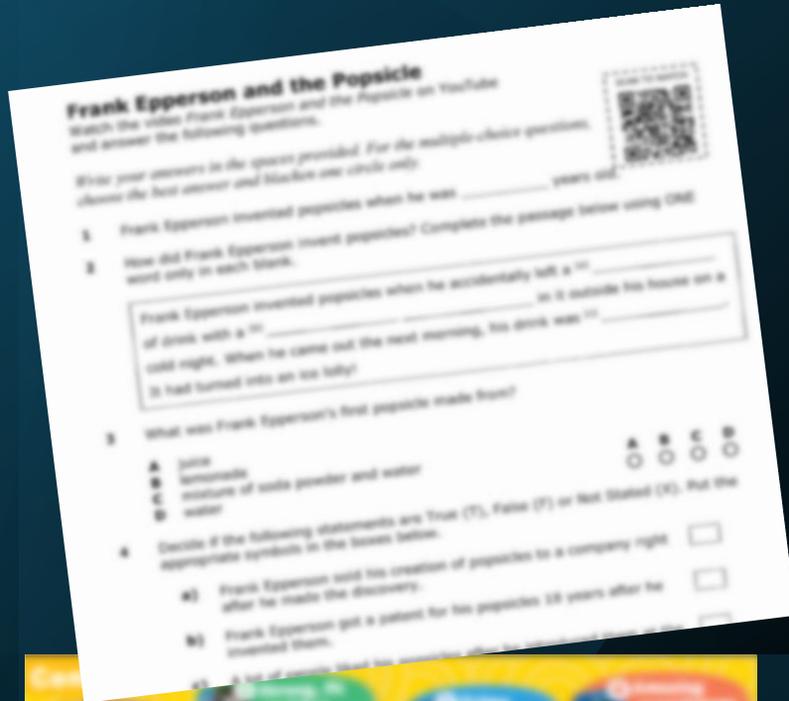
5-month
collaboration
(Jan – Jun
2025) with
NET Section
(RNC Richard
Cowler)

9 structured
meetings:
observations,
co-planning, trial
lessons

Focus: Unit 5
YUM! (food,
menus, recipes,
culture)

Context

Challenges



Textbook beyond
the level of many
students

Overuse of
worksheets &
teacher-centred
lessons

Students
disengaged,
passive in rows

Vocabulary:

Presented in
context of
story and
recipes

Practised with
games like
Dobble



Story texts (*Mia at the Market*,
Magical Sandwich)

Scaffolded booklet recipes
(milkshake, pancake, sandwich)

Games: Dobble, Back to the
Board, “Who Has...?”

Writing &
Exposure:

Authentic
teacher model
of the task

Process
writing
approach

Cooking video + Quizizz (*Authentic model: “Mr Craig’s Mama’s Recipe”*)

Cold Writing → Final Recipe
(*scaffolded progression*)

A3 Food Project Posters
(*photos, process, and reviews*)

Recipe Race game
(*ingredients/utensils/verbs*)

Cooking Video and Quizizz (Wayground)

Classroom
and/or
Homework



Q3: Multiple Choice	01:18
Who taught Mr Craig how to make this spaghetti bolognese?	
Q4: Labeling	03:08
Label the utensils in this picture.	
Q5: Labeling	03:09
Label the ingredients in this picture.	
Q6: Drag and Drop	03:39
Q7: Drag and Drop	03:54
	04:04

Q3: Multiple Choice	01:18
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Q8: Drag and Drop	04:04

Cold Writing
for
Process Learning

Final Writing
for
Presentation and Assessment

Salvation Army William Booth Secondary School

Name: _____ () Form () Date: _____

Think of something that you really like to eat, and that you also want to write about.
(Don't worry about spelling or making mistakes – just go for it and see what happens.)

Draw it

Write a few steps to make it

What words have you learned about this dish? (eg: pizza... noodles... cake...)

What I like to eat

Writing

What it is like.

Now, start using what you are learning to write your recipe.
(Use the cooking/food vocabulary – Use 'imperative' verbs in your steps!)

What is your chosen dish?

Write a few steps to make it

Step 1

Step 2

Step 3

Step 4

What words have you learned about this dish?

Taste:

Ingredients:

I think this is how you make it.

My Recipe Card – Make an easy to follow recipe card to make your dish.

Photo or Picture

Introduction

Ingredients

Utensils

Steps / Instructions

Ingredients

Utensils

Posters for Writing Presentation and Speaking Presentation

Main Goal - write own recipe rather than just copy from online

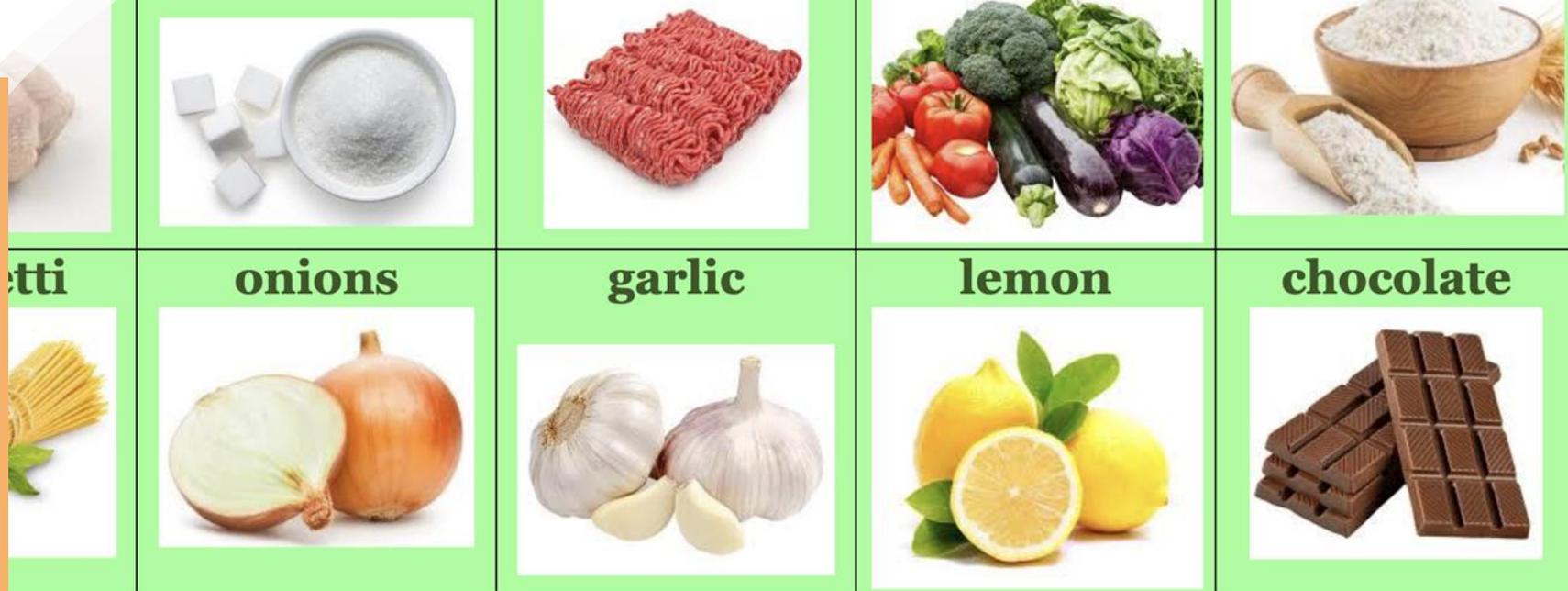


Recipe and Vocabulary Game

Revision of Vocabulary

Quick Thinking Skills

Speaking Practice



The things I need for a recipe

(Recipe Race)

Ingredients (food)	Utensils (tools)	Cooking Actions (Verbs)

Innovations Grammar

Countable/
uncountable
(Odd One
Out PPT)

Local food
examples: egg
tarts,
dumplings,
pineapple buns

How much?
How many? in
context

Authentic
recipe model:
Potato Stew



Anthony Craig Anderson + 26 • 3mo

My Outback Visit - 1D

Answer the questions about your visit. Share a photo! We want to know your views.

Pinned

Anthony Craig Anderson
3 months ago



1) Complete the Google Form - use the QR Code! 2) Do you REFLECTION below.

What is your English name and class number?

-

Have you ever visited Outback before?

-

What did you have for lunch at Outback Steakhouse?

Honest Stork
3 months ago

Its was great time together



What is your English name and class number?

Leo

Have you ever visited Outback before?

Yes, I have. (✓)

What did you have for lunch at Outback Steakhouse?

Outback Cheeseburger

How do you rate your food?

★★★★★ (Great)

What was your favourite activity?

Agile Elephant
3 months ago



What is your English name and class number?

Miss J Wong

Have you ever visited Outback before?

Yes, I have. (✓)

What did you have for lunch at Outback Steakhouse?

Outback Cheeseburger

How do you rate your food?

★★★★★ (Excellent)

What was your favourite activity?

Salad Making (🥗)

Mr Craig
3 months ago

Loved spending time with the students!



What is your English name and class number?

Mr Craig

Have you ever visited Outback before?

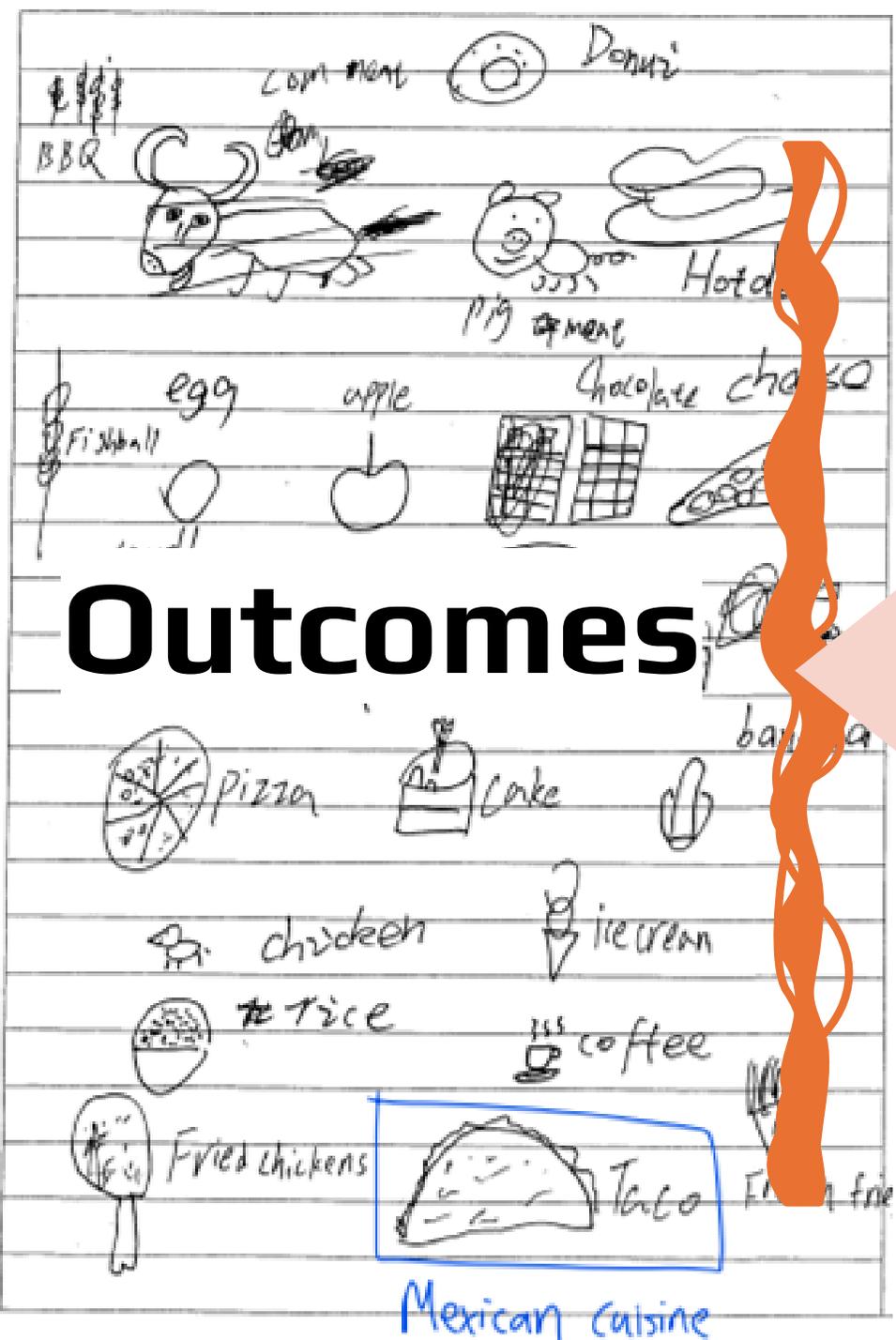
Yes, I have. (✓)

What did you have for lunch at Outback Steakhouse?

Outback Cheeseburger

How do you rate your food?

★★★★★ (Excellent)



Students more engaged, especially weaker groups

Lessons became student-centred

Teachers experimented with new strategies

Unit revised for sustainability (2025/26 booklet)

In progress

Interactive Stations: Try it yourself!



Cooking video +
Quizizz
(Craig)

Recipe Race (Ron)

Takeaways



Changing the Recipe
→ **Small Shifts, Big Difference**

**Student-centred
& Task-based learning**

**Break learning into
digestible steps**

**Use authentic modelling
+ interactive tools**