You are a restaurant critic who has visited two restaurants in the past week. You really enjoyed one of the meals but hated the other one.

Fill in the gaps with *adjectives* to write your reviews.

Q	What is an adjective?
A	

First review 👍

I had a / an _____ experience at Luigi's Restaurant. The

staff were _____ and the décor was _____.

I had a starter, main meal and dessert. I had pizza for my main meal and

it tasted _____.

The bill came to £15 which I thought was very _____.

I will definitely recommend Luigi's to my friends and family. Overall, I had

a / an _____ time.

Second review 👎

What can I say? As soon as I entered Mario's Restaurant, there was a / an

_____ smell. I almost left straight away!

The waiter was _____ and ignored me.   He seemed to be

more interested in his _____ hair than doing his job.

I had soup for a starter and it was _____. I couldn't
finish it.

The pizza was _____ so I sent it back.

The bill came to £100 and was far too _____.

I will certainly never go there again!

Restaurant Critic
Functional Skills English Curriculum mapping and teaching ideas.

Introduce the activity with general discussion about positive and negative adjectives. Use as a writing frame / cloze exercise at E2-E3. L1-2 learners use it as a model for their own reviews, preferably after reading restaurant reviews in magazines or online at sites such as Trip Advisor. Encourage the use of a thesaurus.

Subject content - FUNCTIONAL SKILLS ENGLISH 2018 (takes effect from September 2019)
→ = not covered in detail but included to show progression across levels. ✓ indicates **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). C*ontent at each level subsumes and builds upon content at lower levels.*

Functional Skills English - purpose and learning aims

Functional Skills English specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. Specifications must provide assessment of students' underpinning knowledge (i.e. spelling) as well as their ability to apply this in different contexts.
Entry Levels: a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and provide the basis for further study at Levels 1 and 2. Students should, with some direction and guidance, be able to apply these (Entry Level) English functional skills to informal and some formal contexts, in familiar situations.
Levels 1 and 2: a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and apply these skills effectively to a range of purposes in the workplace and other real life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.

Functional Skills English - Writing

'Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically. **Learning aims for writing:**
E1,2 & 3. Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.
L1-2 (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar (ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Writing Composition - content descriptors

Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2
E1.16 Communicate information in words, phrases and simple sentences →	E2.17 Communicate information using words and phrases appropriate to audience and purpose ✓ E2.20 Use adjectives and simple linking words in the appropriate way ✓✓	E3.21 Write in compound sentences and paragraphs where appropriate ✓ E3.22 Use language appropriate for purpose and audience ✓	L1.24 Use format, structure and language appropriate for audience and purpose ✓	

Scope of study – learners should write texts that include:

short simple messages and notes	short, straightforward letters, emails and simple narratives	straightforward narratives, instructions, explanations and reports	straightforward narratives, instructions, explanations and reports of varying lengths	straightforward and complex articles, explanations, narratives, and reports of varying lengths

References: DfE (Feb 2018), Subject content functional skills: https://www.gov.uk/government/publications/functional-skills-subject-content-english
Also covers several Adult Literacy Curriculum elements *http://www.excellencegateway.org.uk/content/etf1286*