

Writing skills for catering

Name: _____ Date: _____



Task 1

Design your own logo for your catering business.

Also make up an address.

Task 2

You have just set up your own catering business. Design an advert to go in the local newspaper. Remember you need to make it as eye catching as possible and at least half a page.

Task 3

Mrs Jenkins, the owner of the Horseshoe Manor House, has asked for a menu for a wedding party hot lunch.

Design a menu. Include 3 starters, 3 main courses and 3 desserts. One of each should be a vegetarian option – you will need to research this.

Task 4

Mrs Jenkins has also asked for a quote for the wedding lunch. Write a letter to her giving the cost of the meal per person. Remember to include your costs as well.

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Task 5

Proof reading

Find 14 spelling mistakes in this restaurant menu.

STARTER

Prawn coketail

Garlic mushroms served with holemeal bread

MAIN COURSE

Beef stew with baby onyons in a red wine source, served with new potatos and fresh green beens

Chicken curray, served on a bed of wild rise and garnished with chopped herbs

DESERT

Friut salad, served with ice-cream

Apple pye, served with custerd

Writing skills for catering E3-L2 Functional English Teaching notes and curriculum mapping

Reference (Columns 1 only): Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. **Highlighting indicates the main coverage and range skills that are (or can be) covered in this resource.** However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

WRITNG Coverage and Range statements

Entry Level 3 Write texts with some adaptation to the intended audience

- a) Plan, draft and organise writing
- b) Sequence writing logically and clearly
- c) Use basic grammar including appropriate verb-tense and subject-verb agreement
- d) 4 Check work for accuracy, including spelling

Level 1 Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

- a) Write clearly and coherently, including an appropriate level of detail
- b) Present information in a logical sequence
- c) Use language, format and structure suitable for purpose and audience
- d) Use correct grammar, including correct and consistent use of tense
- e) Ensure written work includes generally accurate punctuation / spelling & that meaning is clear

Level 2 Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

- a) Present information on complex subjects clearly and concisely
- b) Present information/ideas concisely, logically, and persuasively
- c) Use a range of writing styles for different purposes
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
- e) Punctuate written text using commas, apostrophes and inverted commas accurately
- f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning



Skillsworkshop tips

Be aware of the Coverage and Range statements at each level (see left) before using this resource.

Tasks 1 and 2

As a group look at example adverts and logos from newspapers, magazines or the web. Discuss the purposes of a logo and an advert. How does an advert persuade the reader? What information (and how much) should you include? What text features and layout could you use? Why? What type of language?

Task 3

Use the proof reading Task 5 as an optional introduction. Look at lots of menus before you start. What makes a balanced meal/menu? What's important in a menu design (apart from the food content), e.g. headings, prices, clarity, appealing descriptions, etc.

Task 4

Students will need previous experience and discussion about formal business letters. Layout, style, language, etc. Stress the importance of using paragraphs and formal language.

Task 5

Use a starting point for discussion about common spelling errors. Display on an IWB and ask volunteers to annotate and correct, or split group into teams. The first team to find and correct all errors wins!

Ensure you allow learners time to check and proofread their work – swapping work with a partner often works well.

**** This resource also covers many adult literacy curriculum <http://www.excellencegateway.org.uk/sflcurriculum> elements.**