# Food and Youhttp://www.ubmi.net/wp-content/uploads/2016/10/temp2.jpg

You are to write a descripitive paragraph about a restaurant and the food served. This restaurant review must reflect who you are. Do you like fast food? Your grandma’s cooking? A five star experience? Italian? Japanese? Or any distinct cultural cuisine. Using descriptive language including sensory details, construct a well written paragraph in which you review your favourite eating experience and how it reflects you.

**Criteria:**

* Approx. 300-500 words
* Use words to describe using all five senses (smell, sound, sight, taste, touch)
* A variety of strong verbs and vivid adjectives
* A logical sequence that is clear to the reader
* Well proofread, edited and checked for mechanics
* A strong hook/topic sentence

**Elements to include:**

Introduction to the restaurant: what makes it special?

Service

Food

Atmosphere (formal, informal, jubulant, relaxed, etc)

Décor (decorations and furniture)

Price point (price of the dishes)

Weave in how the restaurant reflects who you are. This can be your taste in food, your culture, family memories, experiences, etc)

An image of the restaurant.

Conclusion

* As a final touch, create a **Vancouver Sun worthy headline** review of your restaurant. It must be no more than 25 characters and it will be your title and the heading of your post.
* Once complete, print for me for Wednesday.
* After it is marked, do corrections and once complete, you are to post on your Edublog. It must include an image of your restaurant. **TAG:**FoodandyouC

**Assessment**: see rubric below

**Descriptive Paragraph rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **10 /9** | **8.5/8/7.5** | **7** | **6.5/6/5.5** |
| **Criteria met**  | On Edublog with TAG: FoodandyouA (D)Title is creative and hints at content All content included (hook, atmosphere, price point, food, service, décor, conclusion)Image is included and relevant | Not on EdublogMore content needs to be included |
|  **Purpose and Meaning** | Paragraph is **powerful** and the meaning/purpose is implied but clear. **Mature subject** that is communicated creatively.  | Meaning/purpose is implied but clear. Mature subject and writing.  | Meaning/purpose is clear. May be explicit. Subject is interesting but may be simple.  | Meaning/purpose is unclear and/or explicit. Subject may be too simple or not properly described.  |
| **Tone/Language** | Chooses words that are **clear, descriptive and accurate**. Senses are engaged and vocabulary is **sophisticated.** Tone is consistent.  | Adequately chooses words that are clear and descriptive. Senses are engaged and vocabulary is usually sophisticated. Tone is consistent.  | Chooses some words that are clear and descriptive but may be simple. Tone is uneven.  | Language and tone of letter is unclear and lacks description. Simple words with little risk.  |
| **Sentence Structure** | Sentences are **complete, well written and complex**.Writing flows with minimal interruptions for clarification of ideas | Sentence structure is generally correct.  Writing flows but sentences could be more complex and varied.  | Sentence structure is generally correct. Writing does not flow due to confusing ideas OR sentences are simple.  | Simple sentences and/orconfusing to read.  |
| **Mechanics and Grammar** | Mechanics and conventions are **flawless**. Rules in academic writing are followed  | Mistakes and mechanics and conventions are minimalRules in academic writing are followed.  | Mistakes in mechanics and conventions are evident but don’t impede meaning. Some mistakes in academic writing.  | Mistakes and mechanics stall reading and impede meaning. Mistakes in academic writing. |