



FAST FOOD RESTAURANTS

—May I Have a Cheeseburger, *Onegaishimasu*—

The class is the first high-school level of Japanese. The cultural topic this week covers Western food culture in Japan. This lesson is the first class of five-class sessions of the week on Western food in Japan and how to order at fast food restaurants and coffee shops. Students will explore the same, similar and different items at Western-style restaurants and coffee shops in Japan.



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OBJECTIVES

LANGUAGE OBJECTIVES

- To read menu at fast food restaurants and coffee shops
- To read katakana
- To order at fast food restaurants and coffee shops
- To count numbers

TARGET FUNCTIONS	TARGET EXPRESSIONS	TARGET VOCABULARY
<ul style="list-style-type: none"> ❖ Listening ❖ Speaking ❖ Reading 	<ul style="list-style-type: none"> ❖ ~はありますか ❖ これ(あれ)はなんですか ❖ ~をおねがいします ❖ すみません(が) ~ 	<ul style="list-style-type: none"> ❖ Numbers ❖ 円 ❖ Food names in katakana ❖ 売り切れ

CULTURAL OBJECTIVES

- To learn how Japanese adapt foreign items into their country as well as how American adapt foreign food into their country, how American restaurant business are adapting to Japan to be successful. Students will learn some good ideas of food combinations they can adapt to their cooking at home, such as corn or fried chicken on pizza

SOURCE MATERIALS

Advertisements and menu of restaurants in Japan*
(If you do not have them, you can use a book on
Japanese food and restaurants.)
Exchange rate of dollar and yen
Handout for a sample dialogue to practice
a situation of ordering in a restaurant

PROCEDURE

1. Introduction (5 mins.)

Introduce today's phrases ~はあります and ~をおねがいます. Also, let them know that there are a lot of fast food restaurants in Japan. Students practice the following dialogue before they see the authentic visual materials. Authentic visual aids sometimes shift their attention to the content of the menus and advertisements. Students need to focus on the speaking practice first.

Today's dialogue (At a fast food restaurant)

Customer: すみません。チキンバーガーはありますか。
Store clerk: すみません。売り切れです。
Customer: じゃあ、チーズバーガーはありますか。
Store clerk: はい、あります。
Customer: じゃあ、チーズバーガーをおねがいます。
Store clerk: はい、ありがとうございます。220円です。

2. Practicing dialogues (5 mins.)

Practice or drill the dialogue with the teacher and then with their partners. (Use visual aids as a cue to substitute the words in the dialogue, such as cheese burger, fish burger, coca cola, coffee, etc., which have already been learned as katakana words.)

3. Showing advertisements and menus (5 mins.)

Show students advertisements and menus from Japan so that they can see some examples of available fast food restaurants in Japan, which they have known in this country.

Teacher: 日本のファーストフードの店(ショップ)です。これはなん(のレストラン)ですか。わかりますか。
Student: マクドナルドです。

4. Reading the menus and practicing ordering (15 mins.)

Group or pair up the students to actually read the advertisements or menus to find the same, similar or different items on the menu. Group members

need to be less than three people so that they all can read the menu together. Use color copies of the same restaurant menu for a large class. Remind them that they will practice ordering something at a fast food restaurant after they explore the materials. Teacher goes around to help them read and identify items. The students use phrases such as これ、なんですか or すみません、これ、よんでください to request teachers to read or explain items for them. Also, students will realize, words written in kanji are traditional Japanese or Chinese food or drink, such as 焼きおにぎり, お茶, 烏龍茶, 照り焼き, きんぴら, のり, etc.

5. Students reporting to class (10 mins.)

Each group or pair will report to class what they have found as the same, similar or different items at restaurants.

6. Role-playing (13 mins.)

Teachers play a role of store clerk and have students order some food. Ask them to use their best guess to order something that they may be able to get in Japan since they do not have enough time to read everything on the menu and they do not want to take too much time to order and make others in line wait. I use overhead projector to show a menu of a fast food restaurant to create the atmosphere. I always find some students ordering French fries, I pretend that I do not understand what the student is ordering, saying え、なんですか。すみません、わかりません。They give up on French fries and order something else. After the conversation, I let the students know French fries are called フライドポテト。They enjoy the different naming and the sound of English in Japanese phonetics. I pick some of the good students to do the conversation with me, and others are listening and writing down what the student ordered and how much it is. We will further practice this conversation this week with variations, including phrases such as ぜんぶでいくらですか、それだけです、のみものはいかがですか、いいです or いいえ、けっこうです etc.

A student who ordered a fish burger said "Tartar sauce, おねがいます。" I replied with タルタルソースですね? He thought for a second and said はい、そうです。I was impressed by his application of おねがいます, and he was impressed that he could get tartar sauce in Japan.

7. Explanation of homework (2 mins.)

Homework is to interview or talk to someone from different countries or someone who has been or lived in a foreign country, such as an exchange student, neighbor, or teacher. Ask them what kind of fast food restaurants they have in other countries, if

any American (fast food) restaurants are available, and what kind of same, similar or different foods are offered there. What kinds of seasoning are most commonly used. The students report their findings to class the following day.

8. Evaluation

- ❖ Speaking text
- ❖ Listening comprehension quiz on numbers (prices) and ordered items
- ❖ Writing a menu in katakana

STUDENT RESPONSES

- There are a lot of the similar foods in Japan. Japanese do not always eat sushi and sashimi.
- Japanese like American foods like pizza and hamburgers.
- All pizzas have corn. (A lot of students like the idea.)
- Some pizza have seafood, seaweed (*nori*), curry, egg, steak, teriyaki chicken on them.
- Americans have adapted some Japanese food into their menus in this country, such as teriyaki. (Some students did not know teriyaki is a Japanese word.)
- Japanese put many different kinds of ingredients (at least 5) on a pizza.
- It is fun to see how Japanese play around with English and create their own English (katakana) words.
- Noticed funny naming of foods such as American, Combination, Royal, and California pizza.
- The similar or same item has a different name, such as オレンジドリンク for orange juice.
- KFC sells rice balls.
- A restaurant (Mos Burger) made up a bun with rice, and they use several traditional Japanese foods for hamburger-like items (e.g., *kinpira* burger).
- McDonald's has a teriyaki-flavored hamburger.
- Fast food restaurants offer coupons and give away some nice expensive gifts.
- Green tea flavor cakes!
- Dessert looks so good at restaurants and coffee shops.

- Restaurants such as McDonald's and KFC put ads in the newspapers with coupons.
- Some items are very expensive, and others are about the same.

There is much in their findings to make them realize the differences and similarities in food culture. Also, they love the fact that they can already read menus and advertisements. Some students start bringing into class Japanese magazines, *manga*, Japanese anime CDs, anime videos to let me know that they can read some of the words in them. A student got very excited after going to a museum in New York and realized that he could read Japanese signs and posters in katakana.

Reflections

- I do not emphasize looking for items Japanese fast food restaurants do not have on their menus but are on the same restaurant's menu in the United States. It is hard to tell whether the reasons are culture or otherwise. However, this topic does come up in the discussion in the pairs or groups. Such as, why do Japanese not have a plain cheese pizza. The plain cheese pizza is a classic (not a new item) in the United States. This also leads to an interesting discussion of why Japanese prefer so many different, colorful ingredients on their pizza. I show them an advertisement for *obentō* which also features colorful arrangements of many different ingredients. One student said that he had read that the more colorful the food is, the faster people eat. Also, we could talk about the size of the shop (limited space), high cost of rent, how fast the restaurants have to serve and change tables to make a profit. Some students realize that having different colors on the plate means including foods of different nutritional value. Also, this is good opportunity for them to realize people's preferences for certain tastes and seasonings (e.g., people of the South like to use vinegar). People in different regions of the United States have different tastes.

REMARKS

Incorporating Interests and Motivation into a Lesson

The reasons why students decided to study Japanese vary—having Japanese relatives, loving Japanese anime, learning martial arts, entering a business field, just wanting to try something “cool” and different, guidance counselor assigned to the class, etc. My purpose in teaching is to help them grow to be kind, generous, open-minded, and sensitive to other people’s needs. I try to incorporate their interests and motivations into my lesson plans in order to capture and hold their interest in learning and provide some interesting things to talk about with their friends and family. This lesson serves the above purposes. I also recycle this lesson to do spiral teaching when I introduce Japanese traditional food. By then, they know hiragana and some kanji. (Although they can not read the entire menu in hiragana and kanji, they can order Japanese food.)


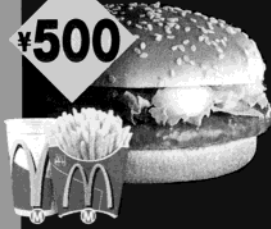



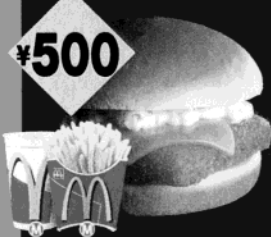

After doing some fund-raising activity, we go to a Japanese restaurant to taste Japanese food. Some students say “yuck” or hesitate to join us. When they hear “Japanese restaurant or Japanese food,” they instantly think of food that is exotic and different, such as sushi and sashimi. After they learn

that Japanese enjoy many of the same foods as they eat, which are also available in Japan, they start to think they might find some food they would like at a Japanese restaurant. Even students who say “yuck” eventually start coming out of their closed cells and think that it might be a good idea to have some corn on their pizza. When this happens they may be hooked into accepting or adjusting to different customs and ideas. After going to a Japanese restaurant several times and seeing other classmates eat sushi, they may finally dare to have a very small bite. Some find that they still do not like sushi, but the important thing is that they have at least tried it, instead of just saying “yuck.” They will eventually learn what I mean when I say, “You do not eat with your eyes and ears, you eat with your mouth.” I encourage them to try different foreign things, you may learn something useful from them. In this way, students expand their horizons and become lifetime learners. I am very happy when I see some change in the students and can help them grow to be good members of society. Learning Japanese is a good means for youngsters to reach that point.

COMMENTS

As a follow-up to the study of fast food restaurants that are available both in the students’ home country and in Japan, it may be interesting to examine fast food restaurants that are unique to Japan. This lesson focuses on Western-style restaurants, but we should not forget the stand-up noodle shops, or fast food curry or sushi shops. Menus from these restaurants, while they perhaps do not provide as much katakana to study, will undoubtedly promote discussion among the students. Not mentioned in this plan, but certainly worthy of some thought by the students is the “role” of fast food restaurants. In an age when it is acknowledged that eating habits are deteriorating, people are eating out more, and eating less nutritious food, what does this say about the societies we live in?

パシゴセット

<p>Double Burger Set ダブルバーガーセット</p> <p>¥500</p> 	<p>Teriyaki McBurger Set てりやきマックバーガーセット</p> <p>¥500</p> 	<p>Big Mac Set ビッグマックセット</p> <p>¥600</p> 	<p>L・Lセット (¥500セットのみ) プラス ¥50 で。</p> <p>L</p> 
<p>Double Cheese Burger Set ダブルチーズバーガーセット</p> <p>¥500</p> 	<p>Filet-O-Fish Set フィレオフィッシュセット</p> <p>¥500</p> 	<p>Chicken Tatsuta Set チキンタツタセット</p> <p>¥600</p> 	

<p>Hamburger Set ハンバーガーセット</p> <p>¥400</p> 	<p>Cheese Burger Set チーズバーガーセット</p> <p>¥400</p> 	<p>マクドナルド ハッピーセット</p> <p>ハンバーガーセットまたは チーズバーガーセット</p> <p>¥400</p> <p>おもちゃ ひとつ</p> 	<p>マクドナルド ハッピーセット</p> <p>チキンマックナゲットセット</p> <p>¥400</p> <p>おもちゃ ひとつ</p> 
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●ハッピーセットのミニドリンクは、コカ・コーラ、スプライト、ファンタ、オレンジジュースからお選びください。

レギュラーメニュー

ハンバーガー ¥130 Hamburger	ダブルバーガー ¥240 Double Burger	フィレオフィッシュ ¥240 Filet-O-Fish	チキンタツタ ¥280 Chicken Tatsuta
チーズバーガー ¥160 Cheese Burger	ダブルチーズバーガー ¥270 Double Cheese Burger	てりやきマックバーガー ¥190 Teriyaki McBurger	ビッグマック ¥280 Big Mac

					
マックフライポテト S ¥150 L ¥290 M ¥240	チキンマックナゲット 16個 ¥780 9個 ¥460 5個 ¥280	ベーコンポテトパイ ¥150 ホットアップルパイ ¥150	マックシェイク ¥220 パナ、ストロベリー、チョコレート	アイスクリーム ¥120 パナ、モカ	カスタードプリン ¥120

冷たいお飲みもの

コカ・コーラ Coca-Cola	L	M	S
ファンタ/スプライト Fanta / Sprite	¥200	¥170	¥140
アイスティー Iced Tea	¥210	¥180	¥150
アイスウロン茶 Iced Oolong Tea	¥210	¥180	¥150
オレンジジュース Orange Juice	¥230	¥200	¥170
アイスコーヒー Iced Coffee	¥230	¥200	¥170

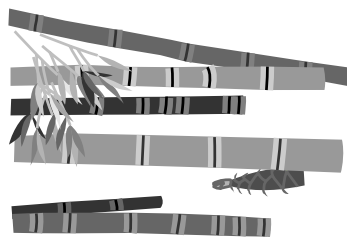
ミルク Milk	¥160
カフェオーレ Café Au Lait	¥200

温かいお飲みもの

ホットコーヒー Hot Coffee	¥180
コーンポタージュスープ Corn Potage Soup	¥180
ホットチョコレート Hot Chocolate (老練のみ販売)	¥180
ホットウロン茶 Hot Oolong Tea	¥140
ホットティー Hot Tea	¥180

マックカード(商品券) ¥500

そばがき



● そば・うどんの部

もり		五〇〇円
かけ		五〇〇円
きつね		六〇〇円
たぬき		六〇〇円
ざるそば		七〇〇円
天ざる (並)	一	一〇〇〇円
天ざる (上)	一	一三五〇円
月見そば		七〇〇円
カレー南ばん		七五〇円
とろろそば		八五〇円

● ごはんの部

天丼 (並)		九五〇円
天丼 (上)	一	一四五〇円
カツ丼		八三〇円
親子丼		八三〇円
カレーライス		六五〇円

そば ちぢそば

電話 〇三 (五二三) 四五六七
火曜定休日

