



# MENU

## —Making a Restaurant Menu—

Everyone likes food, talking about likes and dislikes, ordering food, role play, and hands-on food preparation. This lesson, "Menu," allows students to create their own resources for role playing. Eating out is culturally significant with its different foods and eating habits unique to Japan.



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## OBJECTIVES

### LANGUAGE OBJECTIVES

- To list foods and be able to talk about what one eats and drinks
- To express likes and dislikes
- To order food in a restaurant

TARGET FUNCTIONS	TARGET EXPRESSIONS	TARGET VOCABULARY
<ul style="list-style-type: none"> <li>❖ Reading menu</li> <li>❖ Talking about food tasted</li> <li>❖ Expressing likes and dislikes</li> <li>❖ Ordering food</li> <li>❖ Expressing thanks</li> </ul>	<ul style="list-style-type: none"> <li>❖ ~をください</li> <li>❖ ~がすきです</li> <li>❖ なにかきらいですか</li> <li>❖ みずをください</li> <li>❖ いただきます</li> </ul>	<ul style="list-style-type: none"> <li>❖ Foods, dishes, expressions, like, dislike, needs, wishes, offering, and ordering</li> </ul>

### CULTURAL OBJECTIVES

- To recognize Japanese dishes and experience taste
- To recognize appropriate behavior, e.g., with chopsticks
- To understand eating habits and daily life styles

## SOURCE MATERIALS

Handout (food list)\*  
 Australian menus with various dishes  
 Newspapers for the exchange rate of the day  
 Calculators  
 Craft materials  
 Crayons  
 Paper  
 Cardboard

## PROCEDURE

- This lesson plan extends over a double period (2×48 mins. periods).
  - This lesson plan is a follow-on from a previous lesson. The students have:
    - ❖ watched a video on Japanese dishes (homemade video)
    - ❖ discussed the cost difference between Australian and Japanese food items
    - ❖ learned about the exchange rate
    - ❖ learned to count money in Japanese
    - ❖ practiced using Japanese money through role play in mock shop
    - ❖ read magazines and books on food in Japan
    - ❖ drilled on food items
    - ❖ learned hiragana and katakana
    - ❖ covered all language and cultural notions for this unit of work
1. Students create their own restaurant menu suitable for use in a Japanese-style restaurant using their knowledge of foods and restaurants.
    1. Students set out a menu of various dishes using descriptions of food items described in the resources (see Handout). (40 mins.)
    2. The menus are checked by students and teachers. (8 mins.)
    3. The costs of dishes are calculated using the exchange rate of the day. (25 mins.)  
 Students can use the cost of food and eating out in Australia as they are readily available. The students are made aware of the differences in costs of living between Japan and Australia. A worthwhile example of cost differences is the cost of McDonald's as the students are familiar with McDonald's menu and cost.
    4. The students decorate their menu. (20 mins.)
  2. After the menu is completed, in coming lessons students will:
    - ❖ cook and taste Japanese food
    - ❖ use the menus in role-plays in mock restaurants (examples of conversation are attached below)

- ❖ take a video of the role play which can be made to show other language learners
- ❖ display the menu around the school as pieces of artwork for others to see

## 3. Evaluation

Students can use their menu to order a well-balanced meal and within a given budget.

## EXAMPLES OF CONVERSATION

### EATING AT A RESTAURANT

- いらっしゃいませ。
- 何人ですか。
- ~人 (counter for people) です。
- こちらへどうぞ。
- これがメニューです。
- みずをください。
- ~を( ~ )に (counter for items) ください。
- たなかさん、なにをたべますか。
- ~をたべます。

### EXPRESSING LIKES AND DISLIKES

- なにがすきですか。
- きれいです。

### EXPRESSING NEEDS AND WISHES

- おなかがすきました。
- のどがかわきました。

### OFFERING FOOD AND DRINK

- ~をどうぞ。

### DESCRIBING THINGS

- (この)ケーキは(おいしい)です。

### EXPRESSING GRATITUDE AT MEALTIMES

- いただきます。
- ごちそうさま。

### MAKING A SIMPLE REQUEST

- ミートパイをください。
- はい、どうぞ。
- ミートパイです。どうぞ。

### EXPRESSING GRATITUDE

- ありがとう。

### LEAVE TAKING

- さようなら。
- じゃあ、また。
- きをつけてください。

# REMARKS

## Motivation Comes from Inspiration

To give a brief answer to a big question, I thought it might be helpful to comment on a few basics that I feel are essential for success in teaching Japanese.

Motivation comes from inspiration. The teacher's challenge is to inspire the students so the motivation to learn is established in them. A car can't move until the engine is turned on. The teacher turns the inspiration ignition key, but the student is the engine of motivation. Success generates success. The level of intellectual challenge and work-load needs to be realistically balanced so the students experience success most of the time, they feel they are achieving progress milestones and are able to consolidate what they have learned.

The classes need to be generally light and happy in atmosphere so that learning energy is maximized and there is an atmosphere of confidence and enjoyment associated with learning the language and about the culture.

I am a teacher at Broadford Secondary College where I like to run a vibrant, highly motivating Language Other Than English program, specializing in Japanese. I make the classroom curriculum colorful, interesting, exciting, challenging. I encourage the children through success, increasing appreciation of the attractions of learning the Japanese language, and appreciation of Japan's culture and its people.

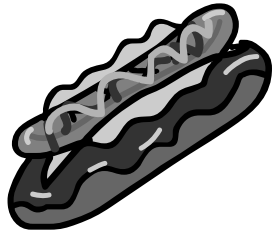
Complementing the classroom curriculum we have an educational network with Japan in which students from both countries continually communicate with each other through the school internet system; we arrange reciprocal visits of school groups between Japan and Australia. This has built warm friendships as well as promoting excellence in educational progress and achievement.

# COMMENTS

This lesson plan includes an activity in which students create their own original menus, providing the enjoyment of selecting food items to make up a meal of one's own design, just as one would at a food court. There's nothing wrong with so-called hands-on lessons devoted to making やきそば or やきとり, of course. But where circumstances prevent this type of activity, having students make up their own menus will appeal to individual interests and preferences, and thus strikes me as an excellent technique.

It occurs to me that this same method of using grammatical patterns and vocabulary might also be applied at the elementary level.

LET'S MAKE A MENU!



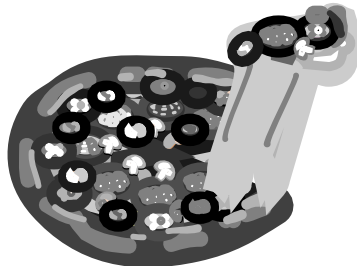
ホットドッグ



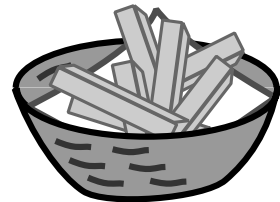
ハンバーガー



サンドイッチ



ピザ



フライドポテト



コーラ



ミルク



オレンジジュース



コーヒー



サンデー



アイスクリーム