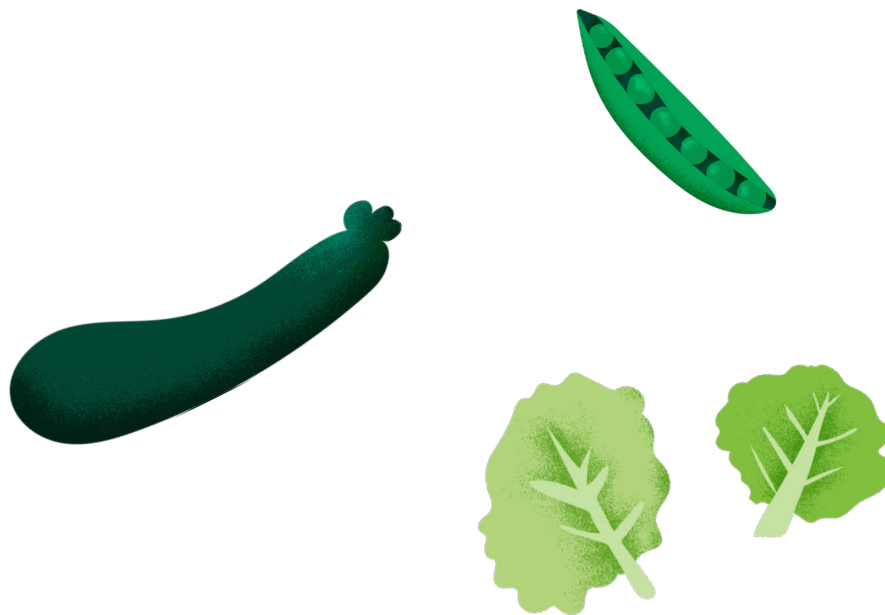


# Persuasive Menu

Year 4 – English

Year 5 – English



**(English; Yr 4, ACELA1493)**

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases

**(English; Yr 4, ACELY1694)**

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features

**(English; Yr 5, ACELA1508)**

Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea

**(English; Yr 5, ACELY1704)**

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience

# Persuasive Menu

## How words on menus can be used to persuade

Have you ever had a dish practically jump out at you from a menu? Part of opening a successful eatery is being able to sell your food with the words you choose to describe it. This lesson shows students how groups of nouns and adjectives are used in menus to build anticipation and hunger.

### Equipment:

A selection of menus from different cafes, restaurants and pubs (a few links are provided in Resources for you)

Stop-watch or smartphone with alarm function

### Duration:

45 minutes

### Location:

The classroom

### Notes:

## Before the Class

Print out the game cards on pages 5 and 6 of this resource. Divide them into horizontal rows (each group of three students needs sets of 1, 2, and 3 cards).

### Part One: Persuasive menu game

Introduce the game to the class:

- You are going to make up two sentences about a food item.
  - One should make the reader WANT to try that item and the other should make them NOT want to try it.
  - You need to use two of the three words on your cards.
  - You can add as many of your own words as you like.
  - Sentences can be mini-stories or they can emulate menu entries.
  - Here are a few examples. My words were:  
1. Blueberries 2. Flabby 3. Juice
    - ◇ 'Delicious blueberries and creamy yoghurt, with strawberry and lime juice.'
    - ◇ 'The flabby blueberries lay in the bowl in a wet puddle.'
    - ◇ 'I reached into my bag only to find warm blueberry juice all over my flabby sandwich.'
    - ◇ 'Grey blueberries on top of flabby pancakes.' (yikes!)
- Divide the class into groups of three.
  - Provide each group with four strips of three words. (It's okay if some groups have the same words, and some sets are harder than others!)
  - Ask groups to come up with four sentences in four minutes and record them.
  - Now ask groups to come up with three brand new sets of words and craft three more sentences.
  - Hold a sharing session if time permits and have groups choose their favourite sentence to read aloud. The rest of the class votes on whether or not they would want to eat what's described (encourage some healthy debate here – personal tastes play just as much of a role where words are concerned).



## Part Two: Menu Decoders

- Provide students with copies of menus from the Resources below (or print your own – many restaurants have them online).
- Working individually, students read the menus and highlight the adjectives and descriptive words.
- They create their own list – or a class list – of new adjectives, descriptive phrases and clusters of nouns that they could use in the game.
- Students teach the game to another class, using their words or the words on the cards.

## Strip it Back

- Some of the world's fanciest restaurants are paring back their menus. They're abstaining from adjectives, opting to simply let the meal's ingredients do the talking instead! Why do students think this might be? Try to play a round of this game without adjectives – pull them out of the deck, and see how students go.



### Resources

- ◇ Macchiato Wood Fired Pizza menu - <https://www.macchiato.com.au/menus/#menu>
- ◇ Vans Cafe Cottesloe - <https://www.vanscafe.com.au/breakfast>
- ◇ Elyros Camberwell - <http://elyros.com.au/wp-content/uploads/2016/03/Elyros-dining-room-menu-01.04.16.pdf>
- ◇ Brisbane Street Bistro - <https://static1.squarespace.com/static/54026114e4b0a8b368285ce0/t/5ab1e92a88251b3362b4546c/1521609004319/Menu+21st.pdf>
- ◇ Union Club Hotel - <http://www.unionclubhotel.com.au/menu-2>
- ◇ Monster Kitchen - [http://monsterkitchen.com.au/wp-content/uploads/2016/04/180301\\_MONSTER\\_MENU-Ovolo-Nishi-2.pdf](http://monsterkitchen.com.au/wp-content/uploads/2016/04/180301_MONSTER_MENU-Ovolo-Nishi-2.pdf)

# Write on the board:

## To Eat or Not To Eat

In groups:

Create one phrase that will make someone WANT to eat the food item(s).

Create one phrase that will make someone NOT WANT to eat the food item(s).

Link these words in a short sentence.

You may add as many words as you like, for example words relating to your senses, such as 'smells like', 'looks like', and location phrases such as 'on my plate', 'in the bowl' or 'on the menu'.

<b>1</b> A ripe pear	<b>2</b> flowers	<b>3</b> leather shoes
<b>1</b> Summer zucchini	<b>2</b> hard	<b>3</b> watery
<b>1</b> A rotund peach	<b>2</b> golden moon	<b>3</b> very old beach ball
<b>1</b> The asparagus	<b>2</b> green spears	<b>3</b> grey around the edges
<b>1</b> A head of broccoli	<b>2</b> knobbly	<b>3</b> crunchy

<b>1</b> Bright yellow sweetcorn	<b>2</b> fresh	<b>3</b> noisy
<b>1</b> Little bullet cherries	<b>2</b> crunchy	<b>3</b> under-ripe
<b>1</b> Pointy pair of carrots	<b>2</b> Wizard's hats	<b>3</b> magic eyesight
<b>1</b> Darkly mysterious	<b>2</b> silky	<b>3</b> smoky
<b>1</b> Glowing red capsicum	<b>2</b> snap	<b>3</b> danger
<b>1</b> Sweet golden apple	<b>2</b> yellow-flecked	<b>3</b> blushing
<b>1</b> Huge navel orange	<b>2</b> fragrant	<b>3</b> dimpled
<b>1</b> Cucumbers	<b>2</b> bumpy	<b>3</b> sweet
<b>1</b> Wrinkly kale	<b>2</b> plastic bag	<b>3</b> seaweed
<b>1</b> Long, sweet parsnip	<b>2</b> chunky	<b>3</b> roasted