

## Topic 3: たべもの だい5か なにが すきですか

## Attendance &amp; Review

15 min

## Slide 1

REVIEW: Topic 2 Lesson 4  
Watashi: Kazoku wa san-nin desu.

Can-do Goals:

7. Talk briefly about your family
8. Tell someone about your family, using a family photo

T: Let's review. Our Can-do last meeting was???....

T: When you talk about your own family to others, for example, ...

S: 私の 家族は 5 人です。父と 母と 弟 2 人と 私です。

T: How about if you are married, with two kids?

S: 主人と子ども 2 人です。

T: Do you remember the questions that you can ask when looking at someone's family picture?

S: この人はだれですか。/おいくつですか。/どこに住んでいますか。/おしごとは? /日本語ができますか。

T: How about the comments that you can say when looking at a friend's family picture?

S: かつこいいですね。/きれいですね。/かわいいですね。/おわかいですね。

生活と文化(p.40)

T: この人はまりさんです。If this is まりさん, この人は誰ですか。

S: まりさんのお父さん、お母さん、お姉さん、お兄さん、妹さん、弟さん。

T: How does Japanese call their own father? Mother?...

S: お父さん、お母さん。...

## Introduction of the topic

●Teacher's Focus● To use the photos on the introductory page effectively to arouse the students' interest in the new topic. (P.41)

## Textbook

p. 41

T: 今日はトピック 3 です。41 ページを見てください。

What kind of pictures do you see?

S: (food, restaurants, ordering, eating out, etc.)

T: どこですか。

S: (hotel, restaurant)

T: Do you know what our topic 3 is? トピックは何ですか。

S: food

T: "FOOD"は日本語で何ですか。Any guess?

S: 「食べ物」です。

●Teacher's Focus● To introduce the Can-do statements so that the students will be aware of what they will be able to do by the end of the lesson.

## Slide 2

Topic 3 **Tabemono**

Lesson 5: Nani ga suki desu ka

Can-do Goals:

9. Talk about your favorite foods
10. Offer someone a drink
11. Talk about your breakfast

T: Let's check our Can-dos for today. 読んでください。

READ: 9. Talk about your favorite foods

10. Offer someone a drink

11. Talk about your breakfast

T: When do you talk about food? What occasion?

S: (During eating time, when ordering at the restaurant, when planning for a party, etc.)

## Slide 3

Topic 3 **Tabemono**  
 Lesson 5: Nani ga suki desu ka  
 Can-do Goal:  
 9. Talk about your favorite foods



## Guess the situation

T: So our first Can-do is: CLICK

\*TALK ABOUT YOUR FAVORITE FOODS

T: Where do you think this is? \* Hotel Buffet-lots of choices

T: In buffets, what will you find? You will find the following:

T: みなさん、読んで ください。

(Let the students read aloud the Can-do statements)

# 1

 にくが すきですか  
 Niku ga suki desu ka


15 min



060

**Situation** Waiting in line to have buffet-style breakfast in a hotel while on travel.

**Teacher's Focus**

To introduce students to terms about Japanese breakfast food, to make the students notice that Japanese people also eat Western style breakfasts; also to let the students pronounce the food names.

## Textbook

P. 42

\*42 ページを 見ながら

T: 写真を見てください。これはみんな日本の食べ物ですか。

S: (いいえ)

T: みなさん今日この食べ物を食べましたか。

Did you eat any of these today? Have you tried all of these?

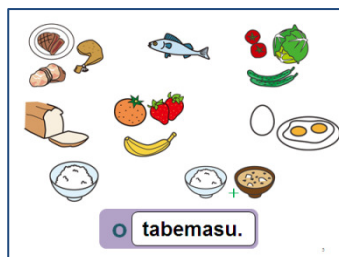
\*Like Filipinos, Japanese people regularly eat both western &amp; Japanese food.

T: 写真と食べ物の名前を見てください。Can you guess the meaning of each word? Try reading the names of these items.

\*ESPECIALLY GOHAN &amp; MISOSHIRU, S might not recognize which item is being referred to.

\*Sは写真を見ながら、文字を読んでもみる。

## Slide 4



## Before listening –Listen &amp; point

T: はい、42 ページを見てください。

これから CD をききます。You will hear a phrase.

Focus on the FIRST WORD, and point to the photo in your textbook being referred to by the CD. では、聞いてください。

Listening Track #060

## After listening: Confirmation of the meaning

T: ことばの意味をチェックします。Were you able to guess them?

\*ごはん = a) rice b) meal; staple food, same as Filipinos

T: f,g,h を見てください。This is a typical breakfast.

日本語で「朝ごはん」ですよ。

T: Did you hear the word at the end?

\* If not, let S listen again to CD

T: What were the words at the end?

\*T show PPT TABEMASU then ask:

T: 「食べます」ってどういう意味ですか。

T: What are the words which come before たべます?

(ごはん, 魚, etc...Category=FOOD - CLICK to show food)

## Slide 5

Photo in p. 42

## Before saying -Listen &amp; point

T: PPT を見て下さい。それから CD を聞いて下さい。

But this time, you have to repeat after each phrase, pointing to the photo as you go along.

CD を聞いてください。それから、言ってください。

## Oral practice 1: Check the meaning and pronunciation

教師の発話を聞いて、聞いた語彙の写真を指さしながら繰り返す。

T: Next, I will say the word in RANDOM.

Point to the photo, and you say the phrase.

Example: If I say "SAKANA", you point the picture and say

S: 「魚を食べます。」

T: いいですか。じゃあ、始めます。

\* 魚、ご飯、卵、肉、果物、パン、野菜

## Slide 6

Photo in p. 42  
WITHOUT GOI Pointer

## Oralpractice2: Check the pronunciation

PPT を見て、ごいを言う。 Show slide without goi.

T: Next, look at the slide. I will point to the photo in RANDOM.

You say the phrase.

Example: T Point to SAKANA. S say「魚を食べます。」

\* 魚、ご飯、卵、肉、果物、パン、野菜



なにが すきですか。

What do you like?

10 min



061-065

## Situation

To ask what food a friend prefers while in front of the buffet table.

Teacher's Focus To make the students notice how to ask what food a friend prefers.

## Before listening

T: 2 番を見てください。タイトルは何ですか。(何が好きですか。)これから CD を聞きます。

Remember that the setting is at a buffet table. What do you usually talk about when you are in line?

S: (about the food, which one they will pick)

T: Basically it's a Q&amp;A. 42 ページを見てください。

As in the example, the answer is (a-肉), so you will choose your answers from the items above. When you listen, focus on the food names.

## Listening sample #1 Track #061

1

A: たなかさん、なにがすきですか。

たなか: にくがすきです。

A: やさいは?

たなか: やさいはすきじゃないです。

A: そうですか。

T: What food name did you hear?

S: (肉)

T: What else?

S: (野菜)

T: So how come the answer is (a) &amp; not (c)?

S: (because there are the words "好き"&amp; "好きじゃないです", maybe the answer is the one with "好き")

\* Let S discover that the answer is the word with "好きです", &amp; not "好きじゃないです".

T: So let's listen to # 2. Focus on the FOOD NAME &amp; the WORD AFTER. # 2 &amp; 3 have 2 boxes - what does this mean?

S: (2 answers)

## Listening #2-5 [Track #062-065]

\*T mentions “# 2, etc.” to guide S through the CD and pauses after each number.

2

A: あべさん、たべものはなにがすきですか。 あべ: わたしはやさいとくだものがすきです。

A: やさいとくだもの。そうですか。

3

A: ジョイさんはなにがすきですか。 たまご? ジョイ: そうですね、たまご、すきです。にくもすきです。

A: そうですか。

4

A: キムさん、たべものはなにがすきですか。 キム: そうですね、わたしはさかながすきです。

A: ふーん、さかな。にくは?

キム: にくはすきじゃないです。

5

A: シンさん、なにがすきですか。にく? やさい? シン: わたしはやさいがすきです。

A: そうですか。くだものは?

シン: くだものもすきですよ。

## After listening

1) ペアで答え合わせ

2) 1 問ずつ CD を聞きながら答えをチェック

3) IMPORTANT POINTS:

\* For # 2, see p.42 memo & let S recall the function of 「と」 from previous lesson.

Give examples: 肉と魚, ご飯とみそしる, etc.

\* For # 3, see p.42 memo & explain lightly about 「も」 (also)

\* No need to practice output of 「も」 yet.

\* Removing 「が」 is similar to Tagalog (ng) in daily conversation



15 min



## Before talking [Track #061]

T: もう一度 CD を聞いてください。

This time, focus on the MEANING of the conversation.

Try to guess what they are talking about.

Remember, the setting is at a buffet line.

What would 2 people in line talk about?

S: (What will you get? What do you like? I'm hungry, etc.)

T: (Play CD #1)

Did you get the question?

S: (何が好きですか)

T: What is the answer?

S: (肉が好きです)

## Slide 7



T: (Click to show 何が好きですか/肉が好きです)

(Click to show next dialogues lines)

T: What's the meaning of the dialogue?

\*If S cannot get meaning, show 絵カード of 野菜 & say:

T: わたしは野菜が好きです。 (with feelings)

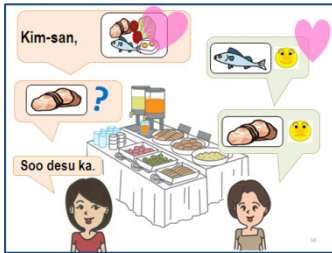
\* Get 卵 絵カード & say:

T: 卵は好きじゃないです。

\* S gets meaning, click & do animation of suki: ☺ & not suki ☹

ASK: ANY QUESTIONS?

### Slide 8



#### Oral practice 1

T: Ok, let's review the basic kaiwa before our activity. Recall that the situation is where 2 friends are in line at a buffet table. Repeat after me, line by line.

#### Oral practice 2

T: Next, I will be すずき, you will be キムさん.

#### Oral practice 3

T: Then, I will be キム, you will be すずきさん.

#### Oral practice 4

S → S

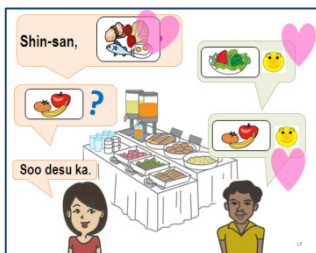
### Slide 9

絵カード

### Slide 10



### Slide 11



### Slide 12



T: Let's substitute the food items.

\* Review 絵カードのがい first.

T: First ask the question, 何が好きですか。

Then if I show this (肉), use it in the answer & say,  
S: 肉が好きです。

T: Then if I show this (魚), use it in the question & ask,  
魚は？ Then, you answer with

S: 魚は好きじゃないです。

T: OK? Let's try.

\* Do 1-4 Chorus, then A-B for #s 1&2, B-A for #s 3&4

\* Keep 肉, 野菜, 卵 & パン絵カード together

1. 肉 - 魚
2. 野菜 - くだもの
3. 卵 - 魚
4. パン - ごはん

\* "MO" Doonyuu:

T: (Show slide) Repeat after me.

ジョイさん 何が 好きですか。 - 卵が 好きです。  
肉は。

T: What will be ジョイさん's answer?

Can't be 肉は 好きじゃないです, right?

\* Try to get S to mention 肉も 好きです.

\* Click to show: 肉も 好きです。 / そうですか。

T: So what does 野菜も 好きです mean?

S: (Also like 野菜)

T: Ok, 42 ページを 見てください。

Do you see a small note?

T: もう少し 練習しましょう。この人は 誰ですか。

S: シンさん です。

T: Remember シンさん's answer? (c and d)

\* Keep ホセさん's 絵カード posted. (Draw? ☺☹ on top of each group.)

T: First answer will be constant = NIKU. For the 2<sup>nd</sup> question, you will use the item I will point to, ok?

For example (POINT TO 野菜)

\* Let's try...

T POINT TO: 1. 野菜 2. 卵 3. パン

T: Next I will point randomly, ok?

1. 魚 2. 野菜 3. 卵 4. パン

#### Talk in pairs → Presentation

\* Use p.42 kaiwa (slide 12) as reference.

T: This time, you will ask your classmates. If asked, answer about your REAL preferences. You may be called to present by pairs later.

## 2 コーヒー、のみますか Koohii, nomimasu ka



10 min



066

**Situation** To recommend a drink to other people at the drink corner in the last of the buffet.

### Teacher's Focus

To introduce students to terms about beverages; also to let the students pronounce the beverage names.

### Slide 12



T: So we are at a buffet. We've already take foods. After that? At the drink corner, your friend come to have some drinks.  
Besides asking "What will you drink", what would you ask?  
S: (Sometimes we ask "Would you like to drink (coffee)...?"  
T: OK. 日本語で言いましょう。Before that, ことばを勉強しましょう。

### Textbook

p. 43

### Before listening

T: 43 ページの写真を見てください。Can you guess the meaning of each word? Try reading the names of these items.

\*ESPECIALLY みそしる, S might not recognize which item is being referred to.

\*S は写真を見ながら、文字を読んでもみる。

CD を聞きながら写真を指さす。

T: 43 ページを見てください。

Then, we will listen to the CD. You will hear a phrase.

Focus on the FIRST WORD, and point to the photo in your textbook being referred to by the CD. では、CD を聞いてください。

### Listening Track #066

Point to the photo.

### After listening: Confirmation of the meaning

T: Let's discuss the meaning of each word.

Were you able to guess them?

T: Did you hear the word at the end?

\* If not, let S listen again to CD

T: What were the words at the end?

\*T show PPT NOMIMASU, then ask:

T: 「のみます」ってどういういみですか。

T: What are the words which come before のみます?

### Slide 14



## Slide 15

Photo in p. 43

## Before saying -Listen &amp; point

T: PPT を見てください。それから聞いてください。

But this time, you have to repeat after each phrase, pointing to the photo as you go along.

聞いてください。それから、言ってください。

## Oral practice 1: Confirmation of the meaning and pronunciation

Listen to T and repeat

T: Next, I will say the word in RANDOM.

\*Point to the photo, and you say the phrase.

Example: If I say “水”, you point the picture and say.

S: 「水を飲みます。」

T: いいですか。じゃあ、始めます。

\*紅茶、ジュース、コーヒー、牛乳、水、お茶 (、みそしる)

## Slide 16

Photo in p. 43

WITHOUT GO! Pointer

## Oral practice 2: Checking pronunciation

\*PPT を見て、ごいを言う。Show slide without ごい。

T: Next, look at the slide. I will point to the photo in RANDOM.

You say the phrase.

Example: T Point to 水. S say 「魚を食べます。」

\*みそしる、紅茶、ジュース、コーヒー、牛乳、水、お茶



なにを のみますか。

What would you like to drink?

15 min



067-070

## Teacher's Focus

To be able to let the students understand a complicated scene, i.e., offering to get a drink incidentally for a friend. To make the students notice how to ask whether a person would like a drink, and also the corresponding replies.

## Before listening

T: These are hints as to what you may hear in the conversation.

Again, as in the example, the answer is (a), so you will choose your answers from among the drinks above.

When you listen, focus on the drink names.

T: OK, let's listen first to the example. では、聞いてください。

## Listening sample #1 [Track #067]

1

A: たなかさん、コーヒー、のめますか。

たなか: はい、おねがいします。

A: ジュースは？

たなか: ジュースは けっこうです。

T: What drink name did you hear?

S: (コーヒー)

T: What else?

S: (ジュース)

T: So how come the answer is (a) &amp; not (e)?

S: (because there are the words “お願いします” &amp; “けっこうです”, maybe the answer is the one with “お願いします”)

\* Let S discover that the answer is the word with “はい” or “おねがいします”, &amp; not “いいえ、けっこうです”.

\* Also let S discover the meaning of “どうぞ” &amp; “どうもすみません”.

## Listening #2-4 Track #068-070

\*T mentions “# 2, etc..” to guide S through the CD and pauses after each number.

\* Again, # 2 & 3 have 2 boxes = 2 answers.

2

A: ジョイさん、ジュース、のみますか。

ジョイ: はい。すみません、ぎゅうにゅうもおねがいします。

A: はい、ジュースと ギゅうにゅう。どうぞ。

3

A: シンさん、のみものは？

シン: コーヒーとみず、おねがいします。

A: はい、どうぞ。

シン: どうも すみません。

4

A: あべさん、のみものは？こうちゃ？コーヒー？

あべ: あ、すみません、こうちゃ、おねがいします。

A: おちゃは？

あべ: あ、おちゃはけっこうです。

1) ペアで答え合わせ

2) 1 問ずつ CD を聞きながら答えを確認

\* For each number, ask S for the answer, listen to CD & have them pick out the key words.



のみものを すすめましょう。

Offer someone a drink.

10 min



## Teacher's Focus

To make the students talk about how to offer to get a drink, and also to respond accordingly.

## Before talking

T: もう一度CDを聞いてください。Track #067

Listen to the CD with the focus on the MEANING of the conversation.

Try to guess how the flow of conversation goes.

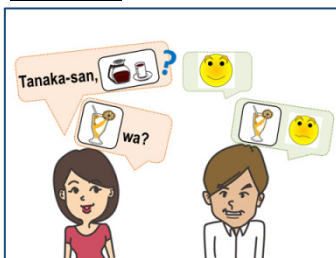
Remember, the setting is at the drink corner of a buffet.

What would you talk about?

S: (What to drink, Would you like tea)

\* Discuss situation & meaning

## Slide 17



\* Play CD, Track #067, ask S for meaning of kaiwa.

\* Ask, “How did you know that たなかさん wanted coffee?”  
(Because of “はい、おねがいします”)

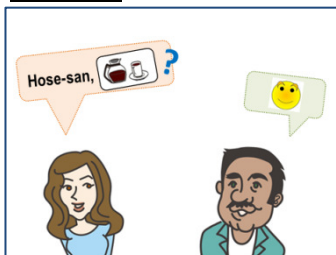
\* Ask “What about juice? Why is it not the answer?”  
(Because of “けっこうです”)

T: (Show slide of kaiwa after S answers, ask “Any ?s”)

はい、見てください。

Confirm はい = ☺, いいえ、けっこうです = ☹

## Slide 18



## Oral practice 1 (はい、おねがいします)

T: Ok, let's review the basic kaiwa before our activity.

We will start with this one.

PPT を見てください。What is the meaning?

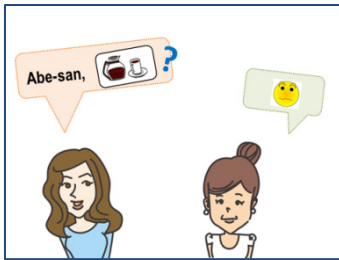
T: OK, repeat after me, line by line.

T: Next, A will be Karla-san, B will be Hose-san. Change roles.

\* DO dainyuu renshuu: (A) コーヒー、ジュース、おちゃ

(B) ギゅうにゅう、紅茶、水

## Slide 19



## Oral practice 2 (いいえ、けっこうです)

\* Show next slide.

T: This time, what is the reply? (Iie, kekkoo desu.) Meaning?  
(No, thank you)

Repeat after me, line by line.

T: Next, B will be Karla-san, A will be Abe-san. (Change roles)

\* DO dainyuu renshuu: (A) ぎゅうにゅう、紅茶、紅茶  
(B) コーヒー、ジュース、お茶

## Slide 20



## Oral practice 3 OPTIONAL

\* Show next slide.

T: If I say コーヒー, you say “ホセさん、コーヒーを飲みますか。”

And if you see ☺, say “はい、おねがいします。”

And if you see ☹, say “いいえ、けっこうです。”

\* First 2 Lines Only

First, Group A will ask: 1. コーヒー 2. ジュース 3. お茶

Next, Group B will ask: 4. 紅茶 5. ぎゅうにゅう 6. 水

## Oral practice 4

T: Let's go back to the basic dialogue.

Recall the setting, it is at the drink bar of a buffet.

So after you ask your friend “コーヒーを飲みますか” & your friend replies “はい、おねがいします”, what would you actually do?

T: (Get her the coffee)

\* Can do actual simulation of the following:

T: Then what would you do?

S: (Give it to her)

T: What would you say when you give it?

S: (はい、どうぞ= Here you are)

T: And how would your friend reply?

S: (すみません= Thank you)

T: What are other situations where you offer someone a drink besides a buffet?

S: (party; guest at home; before watching a movie)

T: Yes, so you can actually offer to get a drink in those situations.

OK, after getting the drink & you are going to give it to your friend, what do you say?

S: (はい、どうぞ。)

T: & the reply will be?

S: (どうも; ありがとう; すみません, etc) Do CHORUS ONCE

### 3 いつも あさごはんを たべますか Itsumo asa-gohan o tabemasu ka



10 min



071-075

**Situation** To talk about one's breakfast habits with friends at the breakfast table.

**Teacher's Focus** To be able to let the students understand a complicated scene, i.e. talking about one's breakfast habits while seated and having breakfast with friends.

## Slide 21



\*Show slide 21.

### Before listening

Introduce 朝ごはん

\* Show picture of 朝・昼・晩ごはん

T: So our next topic is about?

S: (asagohan)



### Guess the situation & expressions

\* Try to bring out the situation – talking while eating breakfast at a hotel buffet.

T: 44 ページを見てください。

So let's say that the buffet situation a while ago is a BREAKFAST BUFFET.

あべさん, etc. have gotten food & drinks & are eating at the table.

Basically the conversation will include the Q&A found at the top of the page.

Can you guess what the meaning is?

### Listening sample #1 [Track #071]

T: OK, let's listen first to the example.

When you listen, what words should you focus on to get your answer? First?

S: (はい, いいえ),

T: Then second,

S: (the food & drink names.)

T: 聞いてください。What reply did you hear?

S: (はい, 食べます。)

T: What food names?

S: (ごはん、みそしる、野菜)

\*注意「みそしる」→If used alone, not「食べます」, but 「飲みます」.

### Listening #2-5 [Track #072-75]

\*T mentions “# 2, etc..” to guide S through the CD and pauses after each number.

1) ペアで答え合わせ

2) 1 問ずつ CD を聞きながら答えを確認

\* For each number, ask S for the answer, listen to the CD & have them pick out the keywords.



15 min



### Situation

After having breakfast, you have been requested by the hotel buffet coordinator to answer a survey aimed to improve buffet services.

### Teacher's Focus

To make the students talk about one's breakfast habits, using terms like 「よく」「ときどき」「ぜんぜん」.

### Before talking

T: This time, listen to the CD with the focus on the meaning of the conversation.

Try to guess how the flow of conversation goes. Remember, they are talking about “朝ごはん”.

\* For each number, discuss situation & meaning.

## Slide 22



### Listening before talking

#### 1 Track #071

Play CD, # 1, ask S what they heard & meaning of each line \*meaning of ITSUMO

\*ごはん と みそしるを 食べます。 - explain why not 飲みます

#### 2 Track #072

T: Try to listen for new words.

Play CD, # 2

\*BANSHO: もちろん食べます; よく食べます (often).

\*もちろん Question: Do you enjoy learning Nihongo? Will you come next meeting? Will you finish Module 1?

\*よく: In Nihongo- I eat 野菜、朝ごはん、ひる、ばんごはん. わたしは よく 野菜を 食べます。

#### 3 Track #073

T: How is this different from #1 & 2?

Play CD, # 3

T: What does 食べません mean? BANSHO

\* EX: bagoong, tamago - allergy

#### 4 Track #074

T: How is this different from the previous?

Play CD, # 4

\* BANSHO: あまり 食べません (not so often).

\* YOKU & AMARI = memo on p. 36

### Slide 23



#### Oral practice

T: Let's practice the basic Q&A that you will be doing during the activity

\* Show slide 18

Ok everybody line by line 言ってください。

\* T says kaiwa lines, S repeats 3 times

#### CHAIN DRILL:

T: Now, A-san, you will actually ask your seatmate. B-san will give his true answer. Ask S to add REACTIONS!

\* Show slide of NANI O YOKU TABEMASU KA & ASK:

T: How about this? What's the meaning? (What do you usually eat?)

\* T says kaiwa lines, S repeats 3 times

\* Do renshuu, using e-kaado:

1. ごはん & 魚 2. ごはん & 肉 3. くだもの

\* Show slide of 何をよく飲みますか & ASK:

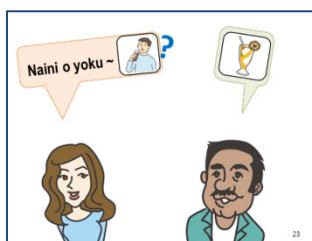
T: How about this? What's the meaning? (What do you usually drink?)

\* T says kaiwa lines, S repeats 3 times.

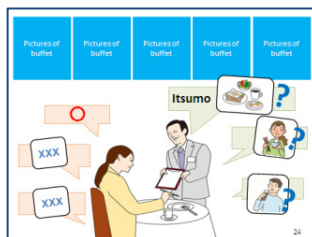
\* Do renshuu, using 絵カード:

1. ぎゅうにゅう 2. おちゃ 3. こう茶 & ジュース

### Slide 24



### Slide 25



#### Before talking

イラストを見て、どんな場面か確認する。インタビューの流れを読みながら、自分の答えを書く。

T: 45 ページを 見てください。What do you think is the setting of this task? (interview, hotel staff wants to know to improve their buffet)

T: Later on, you will play the role of both hotel guest & hotel staff, but first, please fill out the interview sheet on p.45 with your own preferences so that you can use this later when you play the role of guest.

**Talk in pairs → Presentation**

T: Now, we will have an activity. You will interview your classmates, asking them the questions on p.45. Show slide of buffet for FUN IKI. One is guest, one is hotel staff. Maybe in real life, it's like getting to know your classmates better – the results of this activity can be a reference if you are going to eat/drink out with them. Note down their answers on the handout. Your objective is to be able to get as many affirmative answers as possible. If your classmate answers in the negative for Q1, what would you say? (あ、そうですか…ありがとうございます). Make sure that you make your conversation as “true-to-life” as possible by starting with a greeting (こんにちは), then include fillers/reactions, then end by thanking your classmate.

After the interview, I will ask you to present by pairs.

**Can-do check****Slide 26****Topic 3 Lesson 5**

**Tabemono: Nani ga suki desu ka.**

**Can-do Goals:**

- 9. *Talk about your favorite foods*
- 10. *Offer someone a drink*
- 11. *Talk about your breakfast*

## Day5 トピック3

だい5か なにか すきですか