# Grade 5

## Lesson 9  What would you like?  Part 3

**Aim**  
Become familiar with using polite expressions to ask others what they want and answer the question.

**Material**  
Picture cards (foods), Digital materials, (Feedback sheet)

Students' picture cards (foods: pp.53 and 55, may be cut out prior to the lesson.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Students' Activities</th>
<th>Teachers' Activities</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 3min | **Greetings**        | • HT and ALT greet each other, and then greet the class. HT/ALT can also pick a few students and greet them individually.  
HT:  Good morning (afternoon). Let's start our English class.  
ALT:  Hello, ○○ sensei. How are you?  
HT:  I'm fine, thank you. How are you?  
ALT:  I'm fine, too, thank you. (To class) How are you? | Picture cards (foods) |
| 5min | **Review food names pp. 38, 39**  
• Review the words learned in the previous class. | • Review the words by showing the picture cards and/or using digital materials. | Digital materials |
| 5min | **[Let's Chant] "What would you like?" p. 37**  
• Listen to the audio and say the chant. | • Play the audio and say the chant together while showing the picture cards.  
• Switch foods to create new chants. | Digital materials |

**Let's Chant**  

What would you like? I'd like milk and pizza. I'm hungry.  
What would you like? I'd like cake and pudding. I'm hungry.

Digital materials are available in slow/regular/karaoke versions.

<table>
<thead>
<tr>
<th>Time</th>
<th>Students' Activities</th>
<th>Teachers' Activities</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 10min | **[Activity 1] Let's make a lunch menu pp. 38, 39**  
• In groups of 4 or 5, students talk about what lunch to make and circle those items in the textbook.  
• Each group stands in front of class. HT/ALT asks, "What would you like?" and each group responds with "I'd like ~, please.", putting cards on the blackboard.  
• Try to make a well-balanced nutritious lunch.  
• Comment on the lunch menu other groups created. | • Have students talk in groups of 4 or 5 about healthy lunch menus.  
• When a group is ready for their lunch menu, call them to the front, and ask, "What would you like?". HT/ALT take turns asking them, and when they respond, hand out the food cards which will be posted on the blackboard.  
• Instead of using picture cards, you can click and drag food pictures on the screen of an electronic blackboard. | Picture cards (foods)  
Digital materials |

**Activity 1  pp.38, 39**  
hamburger, omelet, hamburger steak, spaghetti, hotdog, pizza, sushi, sausages, fried chicken, curry and rice, French fries, natto, green tea, miso soup, rice, bread, cake, sandwiches, milk, salad, pudding, fruits, ice cream, yogurt, orange juice, parfait

**HT and ALT cooperatively demonstrate how to perform the activity.**
<table>
<thead>
<tr>
<th><strong>3-hint Quiz (food version)</strong></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| · Do 3-hint quiz. The rule is the same as the one from Lesson 7 ‘What’s this?’
· Listen to the hints by HT/ALT, and guess what food it is. | · I tell students to play the 3-hint quiz ‘food version’.
· HT/ALT take turns giving hints. The hints can be given in words, gestures, drawings, etc.
[example] Hint ① Italy ② Cheese ③ Circle (answer: pizza)
Hint ① Drink ② Cup ③ Japanese (answer: green tea)
· When students become familiar with it, have some volunteers come up and give 3-hints. Tell them any food items other than those listed in the textbook is acceptable. Or, they can give new hints for the food they already guessed.
· Remind them that gestures are as important as verbal hints. | Picture cards (foods)
Digital materials |

<table>
<thead>
<tr>
<th><strong>[About 3-hint quiz]</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3-hint quiz is effective when students learn many nouns in one lesson. It is a good opportunity for them to enhance their listening skills by concentrating on each hint. When giving hints, use words and expressions from the previous lessons.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bingo Game</strong></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| · Prepare students’ picture cards. Place them 3 by 3 to form a bingo sheet on the desk or on the floor.
· Ask “What would you like?” When HT or ALT says the word, flip over the corresponding card. | · It is preferable for students to cut out small picture cards on pages 53 and 55 prior to the lesson, so that they can start the Bingo Game right away.
· Have students ask, “What would you like?”. HT and ALT take turns answering, “I’d like ~, please.”
· For a new game, tell students to rearrange their cards. | Students’ picture cards (pp. 53 and 55) |

<table>
<thead>
<tr>
<th><strong>Feedback</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>· Students either comment on today’s lesson or write on feedback sheets.</td>
<td>· Comment on students’ positive attitudes toward learning English.</td>
<td>Feedback sheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Greetings</strong></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| Good-bye. See you. | Greetings
example: That’s all for today. Great job, everyone.
See you next time. Thank you and good bye! |  |
Lesson 9 What would you like? Part 3

目標：世界には様々な料理があることを知り、丁寧な言い方で欲しいものを尋ねたり言ったりする表現に慣れ親しむ。

準備：教師用絵カード（食べ物）、デジタル教材、（振り返りカード）

巻末児童用絵カード（食べ物：p.53, 55 あらかじめ切り分けさせておくとよい）

<table>
<thead>
<tr>
<th>時間</th>
<th>児童の活動</th>
<th>HT/ALTの活動</th>
<th>準備物</th>
</tr>
</thead>
<tbody>
<tr>
<td>3分</td>
<td>採択をする</td>
<td>・指導者がまず見本を見せ、元気よく採択をする。 HT: Good morning (afternoon). Let's start our English class. ALT: Hello, ○○ sensei. How are you? HT: I'm fine, thank you. How are you? ALT: I'm fine, too, thank you. （児童に）How are you?</td>
<td></td>
</tr>
<tr>
<td>5分</td>
<td>前回の復習（食べ物） p.38, 39</td>
<td>・前時で学習した単語を復習させる。</td>
<td></td>
</tr>
</tbody>
</table>
| 5分  | [Let’s Chant] “What would you like?” p. 37 | •音声教材を開かせ、絵カードを見せながら一緒に言う。
•音声教材を開かせ、絵カードを見せながら一緒に言う。
•児童の実態に応じて、食べ物を替えて言う。 |
|      | | Let’s Chant  p.37
What would you like? I’d like milk and pizza. I’m hungry.
What would you like? I’d like cake and pudding. I’m hungry. |
| 10分 | 【Activity 1】ランチメニューを作ろう p. 38, 39 | •教師用絵カード（食べ物）デジタル教材
•グループで話し合って、ランチメニューを作らせる。その際、栄養バランスも考えるよう伝える。
•メニューが決まったら、グループごとに呼び、What would you like? I’d like 〜、のやり取りを行い、受け取った教師用絵カードを黒板に貼る。
•教師用絵カードに、デジタル教材の絵カードの画面を使ってもよい。
•教師用絵カード（食べ物）デジタル教材
•教師用絵カード（食べ物）デジタル教材
•教師用絵カード（食べ物）デジタル教材
|  | hamburger, omelet, hamburger steak, spaghetti, hotdog, pizza, sushi, sausages, fried chicken, curry and rice, French fries, natto, green tea, miso soup, rice, bread, cake, sandwiches, milk, salad, pudding, fruits, ice cream, yogurt, orange juice, parfait | 指導者がそれぞれランチメニューを考え、発表することで見本を示す。 |

Activity 1 p.38, 39 ランチメニューを作ろう
食べ物スリーヒントクイズ

(指導編 Hi, friends! 1 p. 29 参照)
- Lesson 7 What's this? で学んだスリーヒントクイズをする。
- 指導者が出す3つのヒントをもとに、どの食べ物か考える。慣れてきたら、児童も出題する。
- 紙面に食べ物を出題してもよい。

10分

- 食べ物のスリーヒントクイズをすることができる。
- 指導者が交替で、食べ物の特徴を簡単なスリーヒントで出題する。

【例】
- Hint ① Italy ② Cheese ③ Circle (答：pizza)
  Hint ① Drink ② Cup ③ Japanese (答：green tea)

- 慣れてきたら、児童にヒントを出させたり、紙面に食べ物を出題させたりしてもよい。また、既に出題した食べ物を別のヒントで考えさせてもよい。
- ヒントは言葉だけでなく、ジェスチャーも可。

指導編 Hi, friends! 1 p. 29 抜粋
スリーヒントクイズは、名詞を多く扱う場面で効果的である。音声によるヒントを聞きとらなくては答を得ることができないので、集中して聞く姿勢につながる。それまでに扱った語彙がヒントに生かされる。

ビンゴゲーム

(指導編 Hi, friends! 2 p. 30 参照)
- 巻末児童用絵カードを机の上に3列×3列に並べる。
- 指導者がWhat would you like?と質問し、指導者が答える食べ物があればそのカードを裏返す。

10分

- Hi, friends! 1 p.53, 55の巻末児童用絵カードを使用。
- 前に行ったビンゴゲームを、今回はWhat would you like? I'd like ～.を使って行わせる。
- 児童にWhat would you like?と質問させ、指導者は交替でI'd like ～.と食べ物を答える。

※評価

巻末児童用絵カード

まるで

2分

- 本時の活動を振り返る。振り返りカードに記入する。
- 拾揃をする。

- 児童の英語を使うようとする態度でよかったところをほめる。
- 拾揃をする。

HT/ALTがそれぞれコメントをする。
例：That's all for today. Great job, everyone. See you next time. Thank you, and good bye!

評価規準
丁寧な言い方で欲しいものを尋ねたり言ったりしている。【慣】<行動観察・振り返りカード点検>