# Contents

# 1 Is Korean food spicy?

Please see pages viii to page xiii of this Teacher's Manual for other teaching suggestions.

## 1 VOCABULARY: *Kinds of food*

### Warm Up: Matching

**In this activity students match foods and countries.**

1. On the board, make two columns for a matching activity. Write nationalities in one column and a list of foods from the countries in the other. **Example:**

   Italian        kimchi
   Brazilian      pasta
   Korean         egg rolls
   Chinese        feijoida
   Japanese       sushi

2. Have individual students come up to the board. Students draw lines to match the foods and countries.
3. Show pictures of the food in the Student Book and discuss what kinds of food students have eaten before.

### A. YOU FIRST
### Culture Note: Pictures of food

The pictures in the Student Book are of various foods. The Italian food shown is spaghetti bolognese (pasta noodles with meat sauce). The Indian foods shown are curry with nan (Indian style bread). The Korean food shown is bibim bap (mixed vegetables and fried egg on rice). The Japanese foods shown are sushi (raw fish with rice), tempura (deep fried vegetables and shrimp) and fish. The Chinese foods shown are egg rolls (vegetables and pork wrapped in rice paper) and dumplings (ground meat wrapped in pasta). The French foods shown are various cheeses and baguettes (French style bread).

### Expansion: Game. Think fast!

**Books closed. Do this after completing the activity in the Student Book.**

1. Put students in groups of three to five.
2. The groups brainstorm five or six kinds of foods such as Mexican, Thai, and Indian food. Write them on the board.
3. The groups think of as many kinds of dishes for each kind food as they can in five minutes. For example, for *Mexican*, they could say *enchiladas*, *tacos*, *seviche*.
4. The group that has the most dishes wins the game.

 Key: Answers will vary.

### B. 🎧 PRONUNCIATION

### Audio Script

1. Italian food.
2. Indian food.
3. Korean food.
4. Japanese food.
5. Chinese food.
6. French food.

### Explanation: Language awareness

Food names are usually the same as the nationalities of the country that they come from. English has many different suffixes for nationalities and food names. Some of the more common suffixes are: *-ese* as in Chin*ese*, *-an* as in Indi*an*, *-ish* as in Span*ish*.

### C. PAIR UP and TALK
### Variation: Survey

**Books closed. In this variation, students interview their classmates.**

1. Write these questions on the board: *What's your name? What's your favorite kind of food?*
2. Model the activity: Choose two students. Ask them the two questions. Write down their answers on a piece of paper.
3. Tell students to survey at least ten students in the class, asking them the same two questions. They should write down the name and the favorite food of the people that they survey.

Key: Answers will vary.
   Tom (Example)         Korean; French (Example)

### D. REPORT
### Project: Graph

**Books closed. This is a follow-up to the survey activity above.**

1. Put students in pairs. Have them combine their survey results. If they interviewed some of the same people, they should count them only once.
2. Students make a graph of their survey results.
3. Students share graph results by presenting them to the class. They can recreate their graphs on the board. Here is one way that students can do the graph.

| Food | Number of Students | | | | |
|---|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
| Chinese |  |  |  |  |  |
| Mexican |  |  |  |  |  |
| Indian |  |  |  |  |  |
| Turkish |  |  |  |  |  |
| Thai |  |  |  |  |  |

Key: Answers will vary.
   Chinese; India (Example)

# 2 LISTENING: *Is it expensive?*

## A. LOOK/THINK/GUESS
### Expansion: Rank the foods

**Books open. Students rank food restaurants in order of most liked to least liked.**

1. Write kinds of foods on the board. Model the activity. Give your ranking of the foods from your favorite food to your least favorite. **Example:** I really like Italian food so I'm going to rank it number 1. I also like Japanese food, so I'm going to rank it number 2. (Continue with the other items.)
2. Have students rank the foods.
3. Students pair up and compare their rankings.
4. Review the differences in rankings with the class. One way to do this is to call out a type of food and have all the students who ranked it as #1 stand up.

Key: French; International; Italian; Japanese; Indian

## B. 🎧 MODEL CONVERSATION

### Audio Script

| | |
|---|---|
| Nick: | Let's have Indian food. |
| | The Bombay Palace is good. |
| Gabby: | Is Indian food spicy? |
| Nick: | Yes, it is. |
| Gabby: | I don't like spicy food. |
| Nick: | Well, how about that French restaurant? |
| Jessie: | No way. It's too expensive. |

### Explanation: Language awareness

The expression *No way* is used in informal situations. It has two meanings. In this dialogue it means, *that is not an option.* It can also mean, *I can't believe it* as in, *"I'm getting married!" "No way!"*

### Expansion: Write a dialogue

1. Books closed. Briefly explain the two meanings of *No way*. Model them by making statements and having students respond *"No way!"* **Example:** *Teacher: I'm not going to eat for five days. Students: No way!*
2. Have students brainstorm other situations where *no way* could be used, for example, buying something expensive.
3. Students write a dialogue between two people using *No way* at least twice. They can use a situation from the brainstorming, or they can choose another one.
4. Circulate among the students to help.
5. Students role play dialogues in front of the class.

## C. 🎧 ACTIVE LISTENING

### Audio Script

| | |
|---|---|
| Nick: | Hmm. How about The Milano? Is it expensive? |
| Gabby: | I don't know . . . but it's too crowded. |
| Nick: | OK, well where do you want to go? |
| Gabby: | I'm not sure. Hmmm . . . How about The Global Village? |
| Nick: | That's a good idea. |
| Gabby: | Are you sure? |
| Nick: | Sure I'm sure! Let's go. |

### Expansion: Dialogue questions

**Books closed. This activity gives students the opportunity to understand the dialogue more completely.**

1. Write the questions below on the board.
2. Students listen to the dialogue and then answer these questions. Play the recording several times if necessary.
3. Students compare answers with a partner and then review answers with the class.

| Questions | Possible Answers |
|---|---|
| 1. How is Nick feeling in the dialogue? Why? | He is impatient and a little angry. |
| 2. What kind of food do you think The Milano serves? | Italian food. |
| 3. What kind of food does The Global Village have? | Food from around the world. |
| 4. What does "sure" mean in the two sentences, "Are you sure?" and "Sure, I'm sure." | (1) *Sure = certain.* (2) the first *sure = of course;* the second *sure = certain.* |

Key: The Global Village

## 3 LANGUAGE FOCUS: *Yes/No questions with "be"*

### A. 🎧 PRONUNCIATION
See *Pronunciation* on page 114 of this Teacher's Manual.

### Audio Script

| | |
|---|---|
| Female: | Is Korean food spicy? |
| Male: | Yes, it is. |
| Female: | Is Indian food cheap? |
| Male: | No, it isn't. |
| Female: | Are French restaurants expensive? |
| Male: | Yes, they are. |
| Female: | Are hamburgers spicy? |
| Male: | No, they aren't. |

### Explanation: Language awareness

In Yes/No questions, the intonation rises at the end of the sentence: Is Korean food spicy?

### Variation: Sentence scrambles

**Here is a way to show how word order changes when we make Yes/No questions from statements.**

1. Books closed. Write one sentence from the Student Book in large print, spread out across a page of writing paper. Cut the sentences up so that each word, including the punctuation mark, is on one cut-up piece of paper. **Example:** ☐Korean☐ ☐food☐ ☐is☐ ☐spicy☐ ☐.☐ On the back of the piece of paper with the word "*is*" write "Is". On the back of the piece of paper with the period "." write a question mark "?".
2. Put tape on the back of the sentence pieces and place them on the board in order as a statement, *Korean food is spicy*.
3. Elicit from the class the way to turn this statement into a question, *Is Korean food spicy?*
4. Turn over the "*is*" paper and the paper with the period on it "." and place the words in the correct order to form a question.
5. Do the same steps (1–4) for a plural sentence, *Are hamburgers spicy?*
6. Books open. Have students read the sentences in the chart in the Student Book as you play the recording for them.
7. Before class, make other sentence scrambles so that students can practice more.

### Expansion: Matching

**Books closed. You can do this after doing the activity in the Student Book or the variation above.**

1. Write the questions from the Student Book plus a few others in a column on the board.
2. Write the responses to the questions in another column. Use scrambled order. **Example:**
   Is Korean food spicy?
   Is Indian food cheap?      Yes, it is.
   Are French restaurants expensive?      No, it isn't.

---

Are hamburgers spicy?      Yes, they are.
Is spaghetti Italian?      No, they aren't.
Are Chinese restaurants expensive?

3. Model the activity. With the class, have one student read a question. Discuss which response (singular or plural form) is a correct response. Then ask students if they agree with an affirmative response or a negative response. This will, of course, depend on their opinions.
4. In groups of three to five, students choose grammatically correct answers and discuss their choice of answer.

### B. GET IT RIGHT
### Expansion: Support your answers
**Books open. Do this after students have completed the exercise in the Student Book. Students will have an opportunity to agree or disagree with each other.**

1. Model the activity. Write *Is French bread good?* on the board. Have a student ask the question to you. Answer, "No, it isn't. I think it's too hard. What do you think?" Get the student to respond with an opinion ("I think it's good." or "I agree with you.").
2. Write useful language such as *I think . . . , I agree with you,* and *I don't agree with you* on the board.
3. Put students in pairs. Have them ask and give their own answers to the questions in the Student Book. They should add information to support their answers as shown in the model.

Key: Answers will vary.
     2. A: Are    B: Yes, they are. Or No, they aren't.
     3. A: Is    B: Yes, it is. Or No, it isn't.
     4. A: Is    B: Yes, it is. Or No, it isn't.
     5. A: Is    B: Yes, it is.
     6. A: Are    B: No, they aren't.
     7. A: Is    B: No, it isn't.
     8. A: Are    B: Yes, they are. Or No, they aren't.

### C. YOUR IDEAS
### Variation: Interview
1. Books closed. Students write questions to ask you (or another student) about another nationality's food. **Example:** *Is American food cheap? Is American food healthy? Are hot dogs American?*
2. Students interview you or another student. They should make notes of the answers.
3. Students can give an oral report of the interview to the class.

### Project: Writing
**Books closed. Students use the grammar points as they write a letter.**

1. Students write a letter to a friend who is living in another country (they choose which country).
2. In the letter, they ask their friend about the food there.

Key: Answers will vary.
     Indian food cheap (Example)
     Yes, it is. (Example)

     hamburgers good for you (Example)
     No, they aren't. (Example)

## 4 CONVERSATION STRATEGY: *Saying you don't know*

### A. 🎧 PRONUNCIATION

#### Audio Script

I don't know the words in English.
I'm not sure.
I don't know.
Beats me.

#### Explanation: Language awareness

*Beats me* is an informal way to say, *I don't know,* or *I don't have any idea. Beats me* suggests that the speaker cannot understand or explain something.

*Beats me* is an informal conversational form for *It beats me.* In informal conversation, subject pronouns are sometimes omitted. "What time does the plane leave?" "Don't know." (= *I don't know.*)

#### Expansion: Use the expressions

**Books closed. You can do this after you have done the activity in the Student Book.**

1. Brainstorm other ways to say, *I don't know,* such as *I have no idea, I haven't the faintest idea, I haven't the foggiest idea, You've got me, No clue).* (The first three items are acceptable in most conversational contexts. The last two are rather informal. *I don't know* is informal if it is said as *"don't know"* or *"dunno"*).
2. Ask questions that students wouldn't know the answers to. Students respond using one of the ways of saying *I don't know.* **Examples:** *Is the food good in Australia? Are tacos good in New York? Is clam chowder good?*

### B. 🎧 LISTEN and ADD

#### Audio Script

1. Male: What's fondue?
   Female: I'm not sure.
2. Female: What are crepes?
   Male: I don't know.
3. Male: What's in feijoada?
   Female: I don't know the words in English.
4. Female: What's a good French dish?
   Male: Beats me.

#### Game: Find someone who . . .

1. Books closed. Think of other countries and foods. Include several that you think your students will know about. Write a chart like this on the board:

   | | | |
   |---|---|---|
   | Tapas | Spain | _____ |
   | Baguettes | France | _____ |
   | Tacos | Mexico | _____ |
   | Lhasi | India | _____ |
   | Dal Baat | Nepal | _____ |
   | Nasi Goreng | Indonesia | _____ |
   | Pad Thai | Thailand | _____ |
   | Dim Sum | China | _____ |
   | Kimchee | Korea | _____ |
   | Okonomiyaki | Japan | _____ |

2. Review how to ask the question *Do you know what _____ is?*
3. Tell students to copy the chart. Then they go around to their classmates asking if they know what the dishes are (*Do you know what tapas are?*). If a student knows what a particular dish is, he/she says, *Yes, I do,* then writes his/her name on the other person's paper by that dish.
4. After the time limit, ask students to elaborate on the dishes that they know.

## 5 CONVERSATION MAP: *What's a good Italian dish?*

### PAIR UP and TALK
### Culture Note

This activity instructs the students to ask each other about different kinds of ethnic dishes. Here are some examples: Argentinian—Empanadas (meat and onions wrapped in dough), Churrasco (grilled steak). Australian—Damper (bread eaten with syrup), Pavlova (meringue dessert). Brazilian—Feijoada (black beans and pork stew), Empada (chicken mini-pie). Canadian—Buttermilk pancakes with maple syrup. Mexican—Tacos (meat and cheese in a shell-shaped corn tortilla), Burritos (meat and cheese wrapped in a flat flour tortilla), Filipino—Adobo (pork in vinegar and soy sauce), Swiss—Fondue (melted cheese and bite size pieces of bread), Pastetli (meat pie). Thai—Pad Thai (noodles, vegetables and meat covered with a peanut sauce), Tom Yum (spicy soup with vegetables, meat, lemon grass and cilantro). Vietnamese—Spring Rolls (cellophane noodles, vegetables and shrimp wrapped in rice paper), Banana-rice pudding (brown rice, bananas, cinnamon).

### Expansion: Role play

**Books open. You can do this after you have done the activity in the Student Book. This expansion asks students to add additional information to the dialogues in the Conversation Map.**

1. Have students write a role play between a customer and a waitress/waiter in a restaurant.
2. Students follow the left side of the Conversation Map in the text but elaborate more on the conversation and the description of the dish in question. **Example:**
   Customer: What's a good American dish?
   Wait Person: Well, clam chowder is delicious. I love it.
   Customer: What's in it?
   Wait Person: Clams, potatoes, onions, and milk.
   Customer: OK, I'll try it.
3. Students perform the role plays in front of the class. Set the scene of a restaurant for effect. For example, have students sit at a table. Write "Menu" on a piece of paper to serve as the menu.

## Expansion: Role play

**Books closed. Do this after you have worked with the INFOZONE reading with the students. Pairs of students create and perform a role play between a customer and a wait person at a restaurant.**

1. Books closed. In pairs, the students prepare their roles. Give them a specific amount of time. The customer will think of questions about the menu in the Infozone. The wait person will think of how to describe the dishes on the menu. (Students could also choose a different menu other than the one in the Infozone.)
2. Outline how the conversation will take place:
   a. Students greet one another.
   b. The waitress/waiter asks if the customer is ready to order.
   c. The customer asks a few questions about the dishes on the menu and the waitress/waiter responds.
   d. The customer decides on what to order.
   e. The waitress/waiter writes the order down and then reads the order back to confirm.
   f. The waitress/waiter pretends to give the customer the dish and the customer says "thank you."
3. Give students some time to practice their role play.
4. Pairs perform their role play for the class.

## Expansion: Locate local restaurants

**Books closed. You can do this after you work with the reading in the Student Book.**

1. In pairs, students brainstorm kinds of restaurants in their city.
2. Pairs report back to the class by describing the restaurant, describing the food, and giving the location. Other students ask questions about it.

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🌶 = 辛辣菜    **V** = 素菜    ♥ = 低脂菜

## READ ABOUT IT
### Expansion: Scenarios

**Books open. Students can do this after completing the *Read About It* activity in the Student Book.**

1. Write *Which kind of food should I order?* on the board. Then write scenarios on the board. **Examples:** *I'm on a diet. I don't like spicy foods. I like fish.*
2. Pairs read the scenarios and together read the Infozone menus and figure out which kind of food fits each scenario.
3. When the pairs have finished, go over the possible answers with the class.

Key:
A. 1. spicy   2. low fat   3. vegetarian   4. low fat
C. 1. 1) quick to make   2) quick to eat   3) cheap
      4) delicious/tasty

|   2. | Australia | China | France | Italy |
|---|---|---|---|---|
| | | (beef) noodles | | |
| | fish and chips | fried rice | crepe | pizza |
| | | dumplings | | |

## TALK ABOUT IT
### Expansion: What would you order?

1. Books open. Students review the Global Village Restaurant menu and decide what they would order.
2. Conduct a class discussion. Students state their choices and why they made them.

### Expansion: Discussion

**Books closed. Discuss fast food.**

1. Present the term *fast food*. It can mean different things, but often it means that the food in a restaurant is made ahead of time and is served very quickly. Some fast food is not very healthy, but this is not always the case.
2. Students brainstorm the names of fast food restaurants in their city.
3. Lead a class discussion about the students' opinions on whether the food at these restaurants is healthy, whether they think these restaurants are taking over their food culture, and what they think the impact of these restaurants will be on future generations.

4. If two opposite opinions are forming in the class, separate them into teams and have them prepare for a debate about these topics.

Key: Answers will vary.
   5. Is bulgogi expensive? (Example)

## WRITE ABOUT IT
### Variation: Write a cookbook

1. Review cooking measurement terminology in English. If possible, bring in real measuring cups and spoons.
2. Students write a recipe for their favorite dish, making sure they write the correct measurements needed to make the dish.
3. Collect and correct the recipes and bind them into a "cookbook."
4. Make a copy for each student. They can share these with other classes, friends or family members.
5. Have a "potluck" party where students make their dish from the "cookbook" to share with the class. (At a "potluck" dinner or party, everyone brings something to eat.)

### Project: Menu

1. In groups of three to five, the students decide what kind of food they will serve and the name of the restaurant.
2. The group writes the menu with detailed descriptions of the dishes.
3. Students create the menu on a computer (if available) or with pen and paper. Encourage them to decorate it with pictures (from magazines, the computer, hand-drawn images, etc.).
4. Students display their menus for other groups to see. If possible, provide sticky tags so that students can write comments on the menus and stick them on.
5. Students can use these menus to create a role-play, or groups can write questions about their menu, and other groups have to answer.

Key: Answers will vary.
   bi bim bap (Example)
   Korean (Example)
   vegetables and spicy sauce (Example)

For additional practice of the language presented in Unit 1, direct students to the ICON 1 Workbook pages 2 to 7. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.