ESL Tutoring Session 4: Food and Restaurants

Tutor Guide

This 40-minute Zoom tutoring session is designed to help develop clear English communication skills. Remember to:

- Speak clearly at a moderate pace
- Face the camera directly when speaking
- Use visual cues and gestures alongside verbal instructions
- Provide immediate, supportive feedback
- Use the icons for visual reinforcement

How to Use This Guide

1. Review the entire worksheet before the session
2. Follow the section order, spending about 5-7 minutes per section
3. Use the icons for visual cues:
   - 👂 = Listening activity
   - 👄 = Speaking activity
   - 👀 = Visual observation
   - ✓ = Practice task

Section 1: Conversation Practice (7 minutes)

👄 At a Restaurant

Instructions: Practice these restaurant phrases. Tutor demonstrates first, then student repeats.

Pattern 1: "Can I [request], please?"

Pattern 2: "I would like [food item], please."

Examples:

- "Can I order, please?"
- "Can I see the menu, please?"
- "I would like the pizza, please."

- "I'm ready to order now."

✓ **Student Practice:** _____

🖍️ **Tutor's Notes:** _____

👄 Talking About Food Preferences

Instructions: Practice expressing food likes and dislikes.

Pattern 1: "I like/love [food]."

Pattern 2: "I don't like/eat [food]."

Examples:

- "I like spicy food."
- "I love pizza."
- "I don't eat meat."
- "I don't like onions."

✓ **Student Practice:** _____

🖍️ **Tutor's Notes:** _____

👄 Making Simple Food Requests

Instructions: Practice making special requests when ordering food.

Pattern 1: "No [ingredient], please."

Pattern 2: "Can I have extra [ingredient]?"

Examples:

- "No cheese, please."
- "No onions, please."
- "Can I have extra rice?"
- "Can I have dressing on the side, please?"

✓ **Student Practice:** _____

🖍️ **Tutor's Notes:** _____

Section 2: Minimal Pairs & Phonological Awareness (8 minutes)

👂 Challenging Sound Contrasts

Instructions: Today we'll focus on four minimal pairs that are especially challenging in food contexts. Say each word pair clearly with emphasis on the different sounds.

Today's Focus Pairs:

1. /p/ vs. /b/ (Consonant Pair)

- **pear** (fruit) vs. **bear** (animal)
- **pie** (dessert) vs. **buy** (to purchase)
- **plate** (dish for food) vs. **blade** (cutting edge)

👀 **Visual Cue:** For /p/, lips close and open with a puff of air but no voice. For /b/, lips close and open with voice.

✓ **Practice Sentences:**

- "I'd like a **pear** for dessert, not a picture of a **bear**."
- "Did you **buy** that apple **pie** at the bakery?"
- "Put the food on the **plate**, not on the knife **blade**."

2. /f/ vs. /v/ (Consonant Pair)

- **fine** (good quality) vs. **vine** (climbing plant)
- **feel** (sense by touch) vs. **veal** (meat from calves)
- **fan** (cooling device) vs. **van** (vehicle)

👀 **Visual Cue:** For /f/, top teeth touch bottom lip without voice. For /v/, top teeth touch bottom lip with voice.

✓ **Practice Sentences:**

- "The food tastes **fine** like grapes from the **vine**."
- "I can **feel** that the **veal** is tender."
- "The restaurant has a ceiling **fan** and a delivery **van**."

3. /θ/ vs. /s/ (Consonant Pair)

- **thick** (not thin) vs. **sick** (ill)

- **think** (to consider) vs. **sink** (basin)
- **thigh** (upper leg) vs. **sigh** (exhale audibly)

👀 **Visual Cue:** For /θ/ (th), place your tongue between your teeth. For /s/, keep your tongue behind your teeth.

✓ **Practice Sentences:**

- "The soup is **thick**, so I won't get **sick**."
- "I **think** I left my plate in the **sink**."
- "The chicken **thigh** made me **sigh** with satisfaction."

4. /i/ vs. /ɪ/ (Vowel Pair)

- **beans** (legumes) vs. **bins** (containers)
- **cheese** (dairy product) vs. **chips** (fried potatoes)
- **meal** (food eaten) vs. **mill** (grinding building)

👀 **Visual Cue:** For /i/ (beans), your smile is wider and the sound is longer. For /ɪ/ (bins), your mouth is more relaxed.

✓ **Practice Sentences:**

- "Please put the green **beans** in these **bins**."
- "I want **cheese** on my **chips**."
- "We had a delicious **meal** at the old **mill** restaurant."

✓ **Student accuracy:** □ Got it! □ Needs more practice

✏️ **Tutor's Notes:** _____

Section 3: Important Food Vocabulary (7 minutes)

👄 **People at Restaurants**

Instructions: Learn these words for people who work at restaurants.

- **Server:** Person who brings your food and takes your order
- **Cashier:** Person who takes your money
- **Cook/Chef:** Person who makes the food

Practice using these words in sentences:

- "The server brought our appetizers."

- "I paid the cashier after finishing my meal."

- "The chef prepared a delicious pasta dish."

✓ **Student Practice:** _____

🖍 **Tutor's Notes:** _____

👄 Places to Eat on Campus

Instructions: Learn these words for different places to eat.

- **Dining Hall:** Big place where many students eat
- **Café:** Small place for coffee and snacks
- **Food Court:** Place with many food choices

Practice using these words in sentences:

- "Let's meet at the dining hall for dinner."

- "I study at the café while drinking coffee."

- "The food court has many international options."

✓ **Student Practice:** _____

🖍 **Tutor's Notes:** _____

👄 Types of Meals

Instructions: Learn these words for different meals throughout the day.

- **Breakfast:** Morning meal
- **Lunch:** Midday meal
- **Dinner:** Evening meal
- **Snack:** Small food between meals

Practice using these words in sentences:

- "I eat cereal for breakfast."

- "My lunch usually consists of a sandwich."

- "We're having pasta for dinner tonight."

- "I need a snack between classes."

✓ **Student Practice:** _____

✏️ **Tutor's Notes:** _____

Section 4: Food Description Words (6 minutes)

👄 Taste Words

Instructions: Learn words to describe how food tastes.

- **Sweet:** Like sugar (candy, fruit)
- **Salty:** Like salt (chips, pretzels)
- **Spicy:** Hot in your mouth (peppers)
- **Sour:** Like lemons
- **Bitter:** Like coffee without sugar

Practice using these words in sentences:

- "I like sweet desserts after dinner."
- "These chips are too salty for me."
- "Thai food can be very spicy."
- "Lemons taste sour but refreshing."
- "I drink my coffee bitter, without sugar."

✓ **Student Practice:** _____

✏️ **Tutor's Notes:** _____

👄 Texture Words

Instructions: Learn words to describe how food feels in your mouth.

- **Crunchy:** Makes noise when you bite (chips)
- **Soft:** Easy to bite (bread)
- **Hard:** Difficult to bite (nuts)
- **Smooth:** No bumps (yogurt)
- **Chewy:** Needs lots of chewing (caramel)

Practice using these words in sentences:

- "I like crunchy vegetables in my salad."

- "The bread is soft and warm."

- "These almonds are too hard to bite."

- "Pudding has a smooth texture."

- "This steak is very chewy."

✓ **Student Practice:** _____

✏️ **Tutor's Notes:** _____

Section 5: Useful Phrases (6 minutes)

👄 Asking About Food

Instructions: Practice these questions to ask about food.

- "What is in this dish?" ↗️

- "Is this spicy?" ↗️

- "Do you have vegetarian options?" ↗️

- "Does this contain nuts/dairy/gluten?" ↗️

✓ **Student Practice:** _____

✏️ **Tutor's Notes:** _____

👄 Ordering Your Food

Instructions: Practice these phrases for ordering food.

- "I'll have the..." ↘️

- "Can I get the..." ↗️

- "I want to try the..." ↘️

- "May I order the special, please?" ↗️

✓ **Student Practice:** _____

✏️ **Tutor's Notes:** _____

👄 Asking to Pay

Instructions: Practice these phrases for when you're ready to pay.

- "Can I have the check, please?" ↗️

- "Can we pay separately?" ↗
- "Do you take credit cards?" ↗
- "Is the tip included?" ↗

✓ **Student Practice:** _____

🖍 **Tutor's Notes:** _____

Section 6: Reading Practice (6 minutes)

👄 Eating on Campus - Reading Practice

Tutor Instructions:

1. First, ask the student to read the entire paragraph out loud
2. Next, you (the tutor) model-read the entire paragraph with proper pronunciation, stress and intonation
3. Then, read one sentence at a time and have the student repeat after you, correcting any pronunciation errors
4. Finally, ask the student to read the entire paragraph again on their own

Reading Passage:

Eating on Campus

I am a college student. I eat most of my meals on campus.

For breakfast, I usually go to the campus café. I order coffee and a bagel. It costs about $5.

The café is small but nice. The staff is friendly. They remember my usual order.

For lunch, I eat at the dining hall. There are many food choices there. My favorite is the pasta station.

Sometimes I eat with my friends. We talk about our classes while we eat.

For dinner, I often get a sandwich from the campus store. If I'm very hungry, I order pizza.

On weekends, my friends and I try different restaurants near campus. We like the Mexican restaurant best.

Eating on campus is convenient. The food is pretty good. And I don't have to cook!

Reading Questions:

1. Where does the writer eat breakfast? _____

2. What is the writer's favorite food at the dining hall? _____

3. What does the writer eat for dinner? _____

4. Where do the writer and friends eat on weekends? _____

5. Why does the writer like eating on campus? _____

✓ **Student Reading:** _____

🖍 **Tutor's Notes:** _____

Section 7: Practice Conversation (Remaining time)

👄 At a Campus Café

Instructions: Practice this dialogue with your tutor. Pay attention to pronunciation and intonation.

Server: Hi! What can I get for you today? ↗️

Student: Hi. Can I see the menu, please? ↗️

Server: Sure! Here you go. Today's special is a cheese sandwich with soup. Would you like a drink? ↗️

Student: Yes, I'll have a water, please. ↘️

Server: OK! I'll give you a minute to look at the menu. ↘️

[A minute later]

Server: Are you ready to order? ↗️

Student: Yes, I'll have the special, please. ↘️

Server: Great! Anything else? ↗️

Student: No cheese on my sandwich, please. ↗️

Server: No problem! Your food will be ready soon. ↘️

[After eating]

Student: Excuse me, can I pay now? ↗️

Server: Sure. That's $8.50. Do you have a student ID for a discount? ↗️

Student: Yes, here it is. ↘️

Server: Thanks! Now it's $7.65. Cash or card? ↗️

Student: Card, please. ↘️

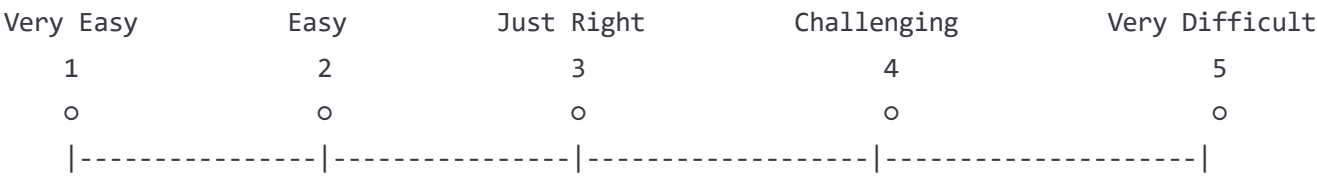**Server:** Thank you! Have a good day! ↗️ ↘️

✓ **Practice Dialog:** _____

🖊️ **Tutor's Notes:** _____

Wrap-Up

Areas That Need More Practice:

1.

2.

3.

Overall Difficulty Rating:

```
Very Easy         Easy          Just Right       Challenging        Very Difficult
    1               2                3                4                   5
    o               o                o                o                   o
    |---------------|----------------|------------------|--------------------|
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Note for the tutor: Focus on the food-related minimal pairs which are crucial for ordering in restaurants without miscommunication. The /p/ vs. /b/ and /f/ vs. /v/ distinctions are particularly important when discussing food items.