

ESL Tutoring Session 6: Food and Dining

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
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Section 1: Conversation Practice (7 minutes)

💋 At a Restaurant

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


Pattern 1: "I'd like to order _____, please."

Pattern 2: "Could I have _____, please?"

Examples:

- "I'd like to order the chicken, please."
- "Could I have the pasta with tomato sauce?"
- "May I order the grilled fish, please?"

✓ **Student Practice:** _____

 **Tutor's Notes:** _____

Asking About the Menu

Instructions: Practice asking questions about food items.

Pattern 1: "What's in _____?"

Pattern 2: "Does this dish contain _____?"

Examples:

- "What's in the vegetable soup?"
- "Does this dish contain nuts? I'm allergic."
- "Is the steak spicy or mild?"

✓ **Student Practice:** _____

 **Tutor's Notes:** _____

Making Requests

Instructions: Practice making polite requests in a restaurant.

Pattern 1: "Could I have _____, please?"

Pattern 2: "May I have _____, please?"

Examples:

- "Could I have some more water, please?"
- "May I have the check, please?"
- "Can I get some extra napkins?"

✓ **Student Practice:** _____

 **Tutor's Notes:** _____

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


Listening for Different Sounds

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

Today's Focus Pairs:

1. /ʃ/ vs. /tʃ/ (Consonant Pair)

- **dish** (food container or prepared food) vs. **ditch** (long narrow trench)
- **wash** (to clean) vs. **watch** (to look at)
- **sheep** (wool animal) vs. **cheap** (low cost)


 **Visual Cue:** For /ʃ/ (sh), lips are rounded with continuous air flow. For /tʃ/ (ch), lips are rounded but air stops briefly before releasing.

✓ Practice Sentences:

- "Please put the **dish** in the sink; don't throw it in a **ditch**."
- "**Wash** your hands before you **watch** me cook."
- "The **sheep** cheese is not **cheap**."

2. /s/ vs. /z/ (Consonant Pair)

- **rice** (grain) vs. **rise** (to go up)
- **place** (location) vs. **plays** (performs)
- **juice** (fruit drink) vs. **Jews** (Jewish people)


 **Visual Cue:** For /s/, air passes through teeth with no voice. For /z/, air passes through teeth with voice (feel vibration).

✓ Practice Sentences:

- "The **rice** will **rise** when cooked in water."
- "This **place** **plays** good music during dinner."
- "Orange **juice** is popular among **Jews** and non-Jews alike."

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

- **fine** (of good quality) vs. **vine** (climbing plant)
- **fat** (cooking oil, butter) vs. **vat** (large container)
- **safe** (secure) vs. **save** (to keep)


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

✓ **Practice Sentences:**

- "This wine is **fine** and comes from a good **vine**."
- "The **fat** is stored in a large **vat**."
- "Is this food **safe** to **save** for tomorrow?"

4. /i/ vs. /ɪ/ (Vowel Pair)


- **beans** (legumes) vs. **bins** (containers)
- **feast** (large meal) vs. **fist** (closed hand)
- **eat** (consume food) vs. **it** (pronoun)

 **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 those **bins**."
- "At the **feast**, he made a **fist** to show his excitement."
- "I want to **eat it** now."

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

 **Tutor's Notes:** _____

Section 3: Food Vocabulary (7 minutes)

Food Categories

Instructions: Learn these food words organized by category.

Fruits

- apple
- banana
- orange
- grape
- strawberry

- watermelon
- peach
- pineapple

Vegetables

- carrot
- broccoli
- onion
- potato
- tomato
- cucumber
- lettuce
- corn

Proteins

- chicken
- beef
- fish
- pork
- tofu
- eggs
- beans
- nuts

Grains

- rice
- bread
- pasta
- cereal
- oatmeal
- quinoa
- noodles

- tortilla

✓ **Practice:** Write a sentence using 8 of these words (2 from each category)

1. _____
2. _____
3. _____
4. _____

 **Tutor's Notes:** _____

Section 4: Expressing Likes and Dislikes (6 minutes)

Food Preferences

Instructions: Learn different ways to express your food preferences.

Expressing Likes

Strong:

- I love...
- I really enjoy...
- I'm crazy about...
- ... is my favorite

Mild:

- I like...
- I don't mind...
- ... is pretty good
- I quite enjoy...

Expressing Dislikes

Strong:

- I hate...
- I can't stand...
- I really dislike...
- ... is my least favorite

Mild:

- I don't like...
- I'm not keen on...
- I'm not a big fan of...
- ... isn't my favorite

✓ **Complete these sentences with your own preferences:**

1. I love _____
2. I don't mind _____
3. I can't stand _____
4. I'm not keen on _____
5. My favorite food is _____
6. I really enjoy _____
7. I'm not a big fan of _____
8. I quite enjoy _____



Tutor's Notes: _____

Section 5: Recipe Vocabulary (6 minutes)

Cooking Terms

Instructions: Learn these common cooking verbs and measurement terms.

Cooking Verbs

- **boil** - cook in very hot, bubbling water
- **bake** - cook in an oven with dry heat
- **fry** - cook in hot oil
- **grill** - cook over direct heat
- **roast** - cook in an oven (usually meat or vegetables)
- **chop** - cut into pieces with a knife
- **slice** - cut into thin, flat pieces
- **mix** - combine ingredients together
- **stir** - move a spoon around in a mixture


- **pour** - make a liquid flow into a container
- **heat** - make something hot

Measurements

- **cup** - standard volume measure
- **tablespoon** - smaller volume (abbreviated as Tbsp)
- **teaspoon** - smallest volume (abbreviated as tsp)
- **pound** - weight measure (abbreviated as lb)
- **ounce** - smaller weight measure (abbreviated as oz)
- **gram** - metric weight measure (abbreviated as g)
- **milliliter** - metric volume measure (abbreviated as ml)
- **pinch** - very small amount held between fingers

✓ Match the cooking verb with its definition:

1. To cut into small pieces _____
2. To cook in water that's bubbling _____
3. To cook in an oven _____
4. To combine ingredients _____
5. To cook in hot oil _____

 **Tutor's Notes:** _____

Section 6: Reading Practice (6 minutes)

Making a Sandwich - 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:

Making a Sandwich

Making a sandwich is easy and quick. You only need a few ingredients and no cooking is required.

First, take two slices of bread and place them on a plate. You can use any type of bread you like.

Next, spread butter or mayonnaise on one side of each slice of bread. This adds flavor and moisture to your sandwich.

Then, add your fillings. You can use many different ingredients such as cheese, ham, tuna, eggs, or vegetables.

If you're using lettuce or other leafy greens, place them on the bread first. This helps keep the bread from getting soggy.

After that, add the rest of your fillings. You can stack them in any order you prefer.

Finally, put the second slice of bread on top, with the buttered side facing down.

If you want, you can cut your sandwich in half. This makes it easier to eat.

Your sandwich is now ready to enjoy! It's perfect for lunch or a quick snack.

Reading Questions:

1. What do you need to start making a sandwich? _____
2. Why do you spread butter or mayonnaise on the bread? _____
3. What should you add first if you're using lettuce? _____
4. Why might you cut the sandwich in half? _____
5. What are some fillings mentioned in the text? _____

✓ **Student Reading:** _____



Tutor's Notes: _____

Section 7: Practice Conversation (Remaining time)

At a Restaurant

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

Server: Hello! Welcome to our restaurant. Here are your menus.

Customer: Thank you. Could we have a few minutes to look at the menu?

Server: Of course. I'll be back in a few minutes. Would you like something to drink while you decide?

Customer: Yes, I'd like a glass of water, please.

Server: (Returns after a few minutes) Are you ready to order?

Customer: Yes, I think so. What's today's special?

Server: Today we have grilled salmon with roasted vegetables and rice.

Customer: That sounds good. I'll have that.

Server: Excellent choice. And would you like soup or salad with that?

Customer: I'll take the salad with Italian dressing, please.

Server: (Later, bringing the food) Here's your grilled salmon and salad. Enjoy your meal!

Customer: This looks delicious, thank you.


Server: (Later) How is everything?

Customer: Everything is wonderful. Could I get the check, please?

Server: Certainly. I'll bring it right away.

Customer: Thank you for the excellent service!

✓ **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
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Note for the tutor: The minimal pairs in this session focus on sounds that are particularly challenging in food contexts. The /ʃ/ vs. /tʃ/ distinction is important for words like "dish" vs. "ditch," while the /i/ vs. /ɪ/ distinction helps with words like "beans" vs. "bins." Pay special attention to the recipe vocabulary section, as precise understanding of cooking terms is crucial for following recipes correctly.