



Distance dining

Lesson code: 11KF-86C9-IFHG

Intermediate (B1-B2)

 American English

1 Warm up

1. Lots of public places are closed at the moment, due to COVID-19 and the need for **social distancing**. In your country, which of these places are open now? Do people have to follow any rules when they use these spaces?
 - schools and colleges
 - parks
 - stores
 - restaurants and bars
2. Which of these places have you missed/did you miss the most? Why?
3. Look at the picture - can you imagine how this item is helping people to enjoy one of these places again?



2 Watch for main idea

Read the questions about greenhouse dining, then watch/listen to find the answers.

Video



1. Where is this happening?
2. How many people can use each greenhouse?
3. How do waiters serve the food safely?
4. Who can eat in the greenhouses now? Why?
5. What suggestion does one customer have?
6. When might restaurants in this place open again?



3 Watch for detail/vocabulary

Read the sentences from the report and remember/predict the missing words. The words you write will have the same or similar meaning as the words in parenthesis. The first letters of the missing words have been given. Watch the report again to check.

It's super **c**_____ ¹ (*comfortable, warm, and pleasant*).

(The restaurant) ... recently **c**_____ **u**_____ **w**_____ ² (*suggested*) an idea on how to offer **c**_____ ³ (*fashionable and attractive*) outdoor dining in the age of social distancing: small glass **c**_____ ⁴ (*small houses*) built for two or three people.

Waiters wear gloves and transparent face shields and use a long board to serve dishes to ensure **m**_____ ⁵ (*as little as possible*) physical contact with customers.

The concept is currently being **t**_____ ⁶ (*tested*) only for family and friends of staff.

While the booths certainly look **g**_____ ⁷ (*exciting and attractive*), there may be a **d**_____ ⁸ (*negative aspect*).

Just sitting in a **c**_____ ⁹ (*closed space for keeping animals in*) of glass in that sense, it will become very hot.

4 Watch and explain

Video A



Around the world, restaurants have come up with other solutions to the problem of social distancing. Use these videos to find out what two restaurants are doing to serve food safely.

Option 1: Work in A/B pairs. Each of you will watch a different short video on your phone or other device. After you watch, explain the video to your partner and listen to their explanation.

Video B



Option 2: Your teacher will show you two videos. Watch and compare.



5 Discuss

Answer these questions in pairs:

1. What are the advantages and downsides of each way of serving food from the two videos in the last exercise?
2. Of the restaurants in the three videos you have seen today, where would you feel most confident to eat safely? Why?
3. What other ways can you think of for restaurants to provide food safely for their customers?

6 Writing/speaking: problems and solutions



Describing a problem and presenting some possible solutions is a typical task on some writing exams and also for reports and presentations in other academic and business contexts.

Use what you have discussed in this lesson to plan and write a problem/solution essay or presentation in response to this question:

Nowadays, many restaurants around the world must find new ways of serving their customers due to the COVID-19 pandemic. Describe the problems they face and present and evaluate some possible solutions.

evaluate = explore the advantages and disadvantages of a solution and say how successful it is in solving the problem

You could use this paragraph plan to organize your writing:

1. Introduction: briefly explain the situation and the problem
2. Present and evaluate one solution
3. Present and evaluate a second solution
4. Present and evaluate a third solution
5. Conclusion: select the best option from the solutions you presented

Agree on a word limit or length with your teacher. Work like this:

1. Make notes of your ideas
2. Write your essay/create your presentation
3. Check for mistakes



2 Watch for main idea**TRANSCRIPT: Distant Dining**

Diner 1: "It's super cozy. It's really cozy and nice and the food is delicious."

Welcome to ETEN, a Dutch restaurant nestled in the heart of Amsterdam.

It recently came up with an idea on how to offer classy outdoor dining in the age of social distancing: small glass cabins built for two or three people.

Waiters wear gloves and transparent face shields and use a long board to serve dishes to ensure minimal physical contact with customers.

The concept is currently being trialed only for family and friends of staff.

Restaurateur: "So we (are) now learning to do the cleaning, how to do the service, ... how to get the empty plates out of the greenhouse again, in the elegant way, so you still feel taken care of really nicely. So there's still a lot of learning for us in the new typologies, like how can we do our practice and reinvent it."

While the booths certainly look glamorous, there may be a downside.

Diner 2: "Well, I think the only suggestion that I want to give them is when it's ... when it's noon and it's in the summertime, it will become very hot, if it's like 36 degrees, so then they might actually have to cover a little bit of the roof. Just sitting in a cage of glass in that sense, it will become very hot."

Dutch restaurants are closed to the public until at least May 19(th), though kitchens may operate for takeaway(carryout).

Source: Thomson Reuters, 07/05/2020



1 Warm up

10 mins. In this stage, the topic of the lesson is introduced and personalized. Elicit/explain the meaning of "social distancing," the need to keep physically separate in order to avoid spreading COVID-19. If you are working with students from just one country, you could do question 1 with the whole group. If your class is multinational, students could work in pairs to describe their situation to each other. Question 2 is appropriate for pairwork in any context - conduct a quick round-up of answers after a few minutes. Finally, for question 3, work with the whole class. Elicit/teach the word "greenhouse" and its usual function - keeping delicate plants alive. Encourage students to brainstorm a range of answers to the question, eventually guiding them to link greenhouses with restaurants and bars, where they could be used to keep customers safely separate from each other and staff.

2 Watch for main idea

10 mins. In this stage, students will watch the report to understand the main idea. Go over the questions before viewing and elicit any possible answers as predictions. Then play the report. Students should focus on watching and listening at this stage; they should not be taking notes while they watch. After watching, students could answer the questions from memory in pairs before you check with the whole class. As you check answers, you could also refer to the predictions students made about the questions before watching.

VARIATION - students can work in A/B pairs. Student A will listen for the answers to the odd numbered questions (1, 3, and 5) while Student B will listen for the answers to the even numbered questions (2, 4, and 6). Students can then explain the answers to each other and cross-check before you check answers with the whole class.

1. In Amsterdam, in the Netherlands. (The nationality adjective mentioned is Dutch, which some students may find confusing.)
2. Two or three people.
3. They wear gloves and face shields and serve the food on a long board so they don't get too close to customers.
4. Only friends and family of the restaurant staff are able to eat in the greenhouses for now, as they are still learning how to offer the best service.
5. One customer suggests covering the roof in summer so the greenhouse doesn't get too hot.
6. Dutch restaurants might open on May 19th.

3 Watch for detail/vocabulary

10 mins. In this stage, students will listen for detailed information - in this case lexical items from the report. Go over the instructions and perhaps demonstrate the first exercise (without confirming or denying the answer). Remind students that it can be helpful to think about parts of speech and context for the missing word, e.g., in question 1 the missing word completes a list of positive adjectives. Then allow students time in pairs to look through the exercise so they can remember or predict the missing words, using all the clues to help. If they don't know an item, they should just move on to the next one. Students then listen to the report a second time before checking answers in pairs. Often students at this level can hear some/all the phonemes of the word but need support in converting these to plausible spellings. After you check answers with the class, they may want to listen one final time to focus on the relationship between sound and spelling. You might want to drill any words, phrases, or sentences that were problematic for students.

- | | | | | |
|------------|-----------------|-------------|-----------|------------|
| 1. cozy | 2. came up with | 3. classy | 4. cabins | 5. minimal |
| 6. trialed | 7. glamorous | 8. downside | 9. cage | |



4 Watch and explain

10 mins. Option 1 - in this stage, students work in pairs to complete a jigsaw task. Each student watches a different short video on their phone or other device which shows a solution to the problem of social distancing in restaurants. Video A is about 0.5 minutes, while Video B is about 1.5 minutes, so give both students 2-3 minutes to watch and prepare what they want to say before they get back in pairs to describe what they saw to their partner. After the students give feedback to each other, they might also want to view the other partner's video for themselves. Please note that in the next stage of the lesson, students will discuss the content of the videos in greater depth - in this stage they need only describe what they saw to each other.

Option 2 - if it's not possible to organize the task as in option 1, then just watch both videos with your students and then ask them to describe what they saw in pairs or as a whole class activity.

VARIATION: ask students to work in pairs - A sits/stands with their back to the screen; B watches the first video and describes it to A. Then swap roles for the second video.

ANSWERS:

Video A shows a restaurant that uses a remote-controlled robot to deliver takeaway ('carryout' or 'to go' are more common in the US) food to customers waiting in the car park. (This is a Mexican restaurant in the United States.)

Video B shows a restaurant that uses a basket and rope to deliver food to a diner sitting at a table downhill from the kitchen. In addition, there is only one customer and the restaurant is in the countryside. (This is in Sweden.)

5 Discuss

10 mins. In this stage, students evaluate the methods of serving food in the two videos they watched and described, and also comment on how safe the food service is for all three videos. They then move on to list other ideas - these could range from obvious ideas to more creative solutions - see sample answers. This stage prepares students for the writing/presentation task which follows in the next stage, so it would be helpful to conduct a thorough feedback at the end and record student answers on the board, as they may need to refer to this information to support them in the next task. They can record the information from the board in their own notes or use their camera phones to take a picture.

1. The robot at the Mexican restaurant serves food quickly and safely, but this is only for takeaway. This restaurant would need several robots at busy times. Robots might be expensive, and they can break down. The Swedish restaurant also serves food quickly and safely, but it might be lonely eating by yourself. It would also not be possible to eat here in bad weather, unless the owners put up a shelter over the table. There is probably only one option on the menu.
2. Students' own answers, but these should consider all three videos and make reference to how safe they feel.
3. Sample answers - restaurants only providing takeaways, limiting the number of customers, and rearranging the furniture to keep people apart. Students might also suggest using robots as waiters, using drones to deliver food/takeaways to tables inside or outside, or providing screens between tables or even between diners.



6 Writing/speaking: problems and solutions

10 mins. to explain. In this stage, students can use the ideas from the lesson to produce an original spoken or written text which relates to exam and real-life contexts. You can either decide which type of task you want the whole class to do or offer students an individual choice. Either way, go over the instructions and guidance for the task. Call attention to the definition of "evaluate" as this is a key feature of this type of text. Students may need to make a record of the information that you noted on the board during the lesson, especially the previous stage - if they haven't been taking notes, they could use the camera on their phones to take a picture of the board to refer to later. You also need to decide how long you would like the writing/presentation to be. If your students are writing, you may want to treat this as exam practice: IELTS Writing Task 2 is 250 words; Cambridge B2 is only 140-190 words, so perhaps it would be more realistic if they only presented two solutions. If students are speaking, specify a time limit (3-4 mins?) and decide if they are going to present to the whole class, to the teacher only, or even record themselves speaking and submit this to the teacher for feedback. Presentations also offer some scope for collaboration in pairs or small groups.

