

What's lost when a family-owned diner closes for good?

Level 1: Elementary / Pre-Intermediate – Teacher's notes

Article summary: The article describes how the effects of the Covid pandemic and associated economic factors are causing many diners in the US to close down.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to introduce the topic of eating out and to get students thinking about why they like certain types of venues and dislike others.

Key:

1. *coffee shop*
2. *restaurant*
3. *fast-food place*

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Point out that first you get the *bill*, then you *pay*, and finally you get a *receipt*.

Key:

- | | |
|---------------------|-----------------------|
| 1. <i>diner</i> | 6. <i>bill</i> |
| 2. <i>receipt</i> | 7. <i>bittersweet</i> |
| 3. <i>shut down</i> | 8. <i>retire</i> |
| 4. <i>demand</i> | 9. <i>sense</i> |
| 5. <i>exhausted</i> | 10. <i>diner</i> |

3. Comprehension check

- a. Ask students to work individually to answer the questions and then compare their answers in pairs or small groups. The answers given are not the only possible answers. For example, in item 1, students may say 'St George'.

Key:

1. *Utah*
2. *twice a month*
3. *He doesn't know.*
4. *more than 90,000*
5. *\$65 billion*
6. *cooks*
7. *just over 99,000*
8. *exhausted*
9. *in 2020*
10. *3 pm*

4. Key language

- a. Students can check their answers in the text after completing the exercise.

Key:

1. *at*
2. *by*
3. *during*
4. *over*
5. *of*
6. *about*

5. Discussion

- a. Allow students time to note down their ideas and encourage them to give reasons for their answer.

6. In your own words

- a. This could also be done as a homework task.