

## Alcohol: Teacher's notes and tips – elementary

### 1 Pre-reading tasks

- a Ask your (adult!) students what the most popular alcoholic drink is in their country. Is it a drink that has been popular for a long time? Can it be bought in other countries or is it special to their country or region? Do they like it?
- b If you come from a country that has a national alcoholic drink (other than one of the six in the readings) get students to ask you about that.

**Tip: personalize the topic**

Students are always more interested in reading an article if they think it has something connected with their lives.

- c Give out the task sheet, one for each student. Ask them to look at the 3 questions in number 1 on their own, and then get them to consider the answers with another student.
- d If possible, ask students to find the answer in dictionaries. Otherwise, clarify the meaning during feedback:
  - a alcohol *UK liquor US spirits strong alcohol e.g. whisky*
  - b neat *not mixed with water or anything (US: straight) cocktail mix of one or more spirits with fruit juice or soda e.g. coke or tonic water*
  - c grain *(usually barley) beer, whisky grapes wine, brandy*
- e See if students can name any cocktails, and know how to make them.

### 2 First reading tasks

- a Divide the class into two with one half as A, and the other half as B. The As need to be on one side of the room, the Bs on the other. Now give each student a reading, either A or B. Ask them to read the three texts on different alcoholic drinks and to complete the table. When they have finished, or have a problem, they check with another student who has the same reading.

**Tip: provide first reading tasks that start with the overall meaning**

Although a scanning exercise filling in the table is well within the competence of elementary students and provides them with a global understanding of the texts. Encourage them to do this as quickly as possible, ignoring any difficult words.

- b There is no open class feedback so monitor well and make sure students are only writing notes in the columns. NB The task sheet works for both readings.

### 3 Second reading tasks

- a As soon as most students have completed the table, ask students to look at question 3. Suggest students underline the parts of the text that gives them the answer. Again get students to help each other and compare answers.

**Tip: provide sufficient time for this**

Students need to read more slowly now, they won't enjoy the task if they feel made to rush.

**4 Post-reading tasks**

- a Up until now, As and Bs have been working independently but using the same task sheet. Now, put an A and a B together and get them to tell each other their answers to question 3. Explain that this is a speaking task – and a sharing of knowledge. Choose a couple of good students to demonstrate what you want the others to do:

A: *Which drink became popular because of war?*

B: *Vodka*

A: *Why?*

B: *Because vodka is from Russia. Russian soldiers fighting in Europe drank vodka.*

A: *For me the answer is gin. British soldiers in Holland drank gin and brought it to England...*

**Tip: consider weaker students**

Although students have the answer (eg *gin*) they don't have the details, so allow students to read the texts quickly again to be able to reply more fully if need be.

**Tip: make sure this is a speaking task**

Put the students face to face so they cannot read each other's texts. The aim here not to see how quickly they can do the task but to use the information to practise speaking. Again make sure there's enough time for this.

- b Remaining in AB pairs, students look at question 4 together. Three of the answers are from A, and 3 from B. Encourage full answers as much as possible.
- c Finally, students discuss the questions in 5. These answers are not in the text – students discuss their own ideas.

**Tip: familiarize yourself with the reading lesson**

The answers are not included here. Spend a few minutes reading the texts yourself and doing the exercises. This will help you to anticipate any students' difficulties or questions.

- d You may suggest that students write a short paragraph about another drink, perhaps non-alcoholic if that's appropriate. Students can fill in the fourth row in the table to organize their information. There are plenty of examples of the passive that you can highlight.