

## Why scientific support for alcohol's health benefits is fading

### Level 1: Elementary / Pre-Intermediate

**Article summary:** The article describes how theories about the possible benefits of alcohol consumption have changed over the years.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Vocabulary

**Materials needed:** One copy of the worksheet per student

**Key:**

1. because research techniques have become more sophisticated
2. It found that any amount of drink is bad.
3. because the response is usually inaccurate
4. because it has many different biological effects
5. The more you drink, the higher your risk.
6. non-drinkers
7. because the drinks industry has paid for research
8. They concluded that small amounts of drink could protect against cardiovascular disease.

### 1. Warmer

- a. This activity aims to introduce the general topic of drinking. The article discusses the dangers of drinking alcohol but the warmer focuses on alternatives to alcoholic drinks, namely soft drinks.

**Key:**

1. Argentina
2. the USA
3. Chile
4. Mexico
5. Uruguay
6. Belgium

### 2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups.

**Key:**

- |                  |                   |
|------------------|-------------------|
| 1. sophisticated | 6. habit          |
| 2. conclude      | 7. stroke         |
| 3. intake        | 8. mortality      |
| 4. inaccurate    | 9. cardiovascular |
| 5. tricky        | 10. funding       |

### 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 just examples. Students may say something different that is correct. For example, in item 6, they may say, 'people who don't drink alcohol' or similar.

### 4. Key language

- a. Ask students to compare their answers in pairs. Then ask them to check their answers in the text.

**Key:**

1. to
2. on
3. against
4. of
5. with
6. to

- b. Students complete the sentences using phrases from task A.

**Key:**

1. risk of
2. protect against

### 5. Discussion

- a. Students discuss the statements from the article and provide reasons for their opinions, referring to their own experiences whenever possible.

### 6. In your own words

- a-b. This task can be assigned as homework individually or in pairs. Ask students to do some online research, gather information, and prepare a presentation. They can then present their findings to the class.