

Pub culture by Kate Ryzhkova

Age:	Adults
Level:	Intermediate +
Time:	60 minutes
Objectives:	To become familiar with British pub culture; to read for gist and detail in short passages about pub culture; to learn to order drinks in a pub in Britain
Key skills:	Reading; speaking
Materials:	One copy of the worksheet per student; one copy of the questionnaire per student (cut up) (only if you have a multinational class)

Procedure

Warmer – 5 mins

- Write the following names on the board.
 - The Builders Arms
 - The Queens Head
 - The Rat and Carrot
 - The White Horse

Tell students only that these are proper names and ask them to work in pairs to predict whether they are names of people, places or newspapers. Write students' answers on board.

- Hand out the worksheet and reveal that the names are typical pub names. Tell students to look at the picture of a pub. Explain to students that the person in the photo is known as the *bartender* (male or female) or *barmaid* (if female) or *barman* (if male). If the person is the owner or manager of the pub, they are called the *publican* (male or female), *landlady* (female) or *landlord* (male).

Reading (for gist and specific information) – 35–40 mins

Pre-reading task

- Tell students to discuss the questions in activity 1 in groups of three.

- Allow every group to suggest their ideas during open-class feedback. If you have a large class, instead of open-class feedback, pair groups up (so you have groups of at least six students) and encourage students to share their ideas in their new groups. You can either collect some of their ideas during open-class feedback or write them down on board while monitoring (the latter will save you time).

Reading

- Pre-teach the following vocabulary items:
 - establishment*; 2. *brewery*. Write the definitions on the board (1. *an institution, organization or business*; 2. *a company that makes beer*). Note that you may want to skip this task with stronger students who already know these vocabulary items.
- Ask students to read the passage in activity 2 and suggest who the text is written for (suggested answer: *people who have never visited Britain before*). Then, ask them where you would typically find this kind of information (*in a guidebook*).
- Ask students to share the name of their favourite guidebook or website. You can also ask them whether they believe it is useful to read a guide book before you go abroad. With small classes, do this activity in open class; if you've got a large class, group work is the best option.
- Write 'Mine's a pint' on the board and ask the class to guess the meaning of the phrase. They can look at the picture in activity 3 to help them. (Answer: *it is used when somebody is offering to buy you a drink – usually to include you in a 'round' of drinks – and you want a pint of beer.*) Write their ideas on the board.
- Then, do the same for 'This round is on me.' (Answer: *I will buy a drink for each of the people in our group.*) Ask the following concept-checking question to check students' understanding: *Do I or you pay for the drinks?*
- Students read the passage in activity 3 and answer the question. To *go for a pint* means to go out somewhere for a (usually alcoholic) drink.

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9. Students read both passages again and do the true/false comprehension check.

Key:

1. *F*; 2. *T*; 3. *T*; 4. *F*

10. Encourage students to provide phrases from memory then ask them to look through the passages again to find the phrases and compare with their own variants.

Key:

1. *'Half a pint (of beer), please.'*; 2. *Let's go for a pint after work (tonight).'*

11. Drill the phrases in open class and then allow five minutes for students to practise saying them and responding appropriately in pairs.

Speaking: personal response – 15–20 mins

1. For this stage, you either:
 - get students to answer the questions in activity 6 in small groups or pairs before they share their ideas in open-class feedback. You may need to explain the term 'drinking culture' – this means a culture where it is socially acceptable to drink alcohol;
 - or**
 - if you have a multinational class, hand out the questionnaire and get students to mingle, collecting information from their classmates about pub/bar traditions in their countries. Students should talk to as many people as they can. Before the activity begins, elicit the questions that students need to ask in order to get this information – 'What's your name?', 'Which country are you from?', 'How often do you go to a pub or a bar?', 'What do you normally/usually drink?', 'How do you order a drink?'
2. Collect any errors for the next stage.

Error Correction (5 minutes)

1. Display the errors from the previous stage on the board.
2. Allow students to correct the errors in pairs before eliciting and confirming the correct answers in open class.

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1. Discuss these questions in groups of three.

- Do you know your neighbours and the people who live in your local area?
- Where do people in your community go to meet up?
- Do you have a place you can go to socialize, play games, eat and drink?

2. Read the text about pubs in Britain. Who is the text written for?

A *public house* is a traditional British drinking **establishment**. The more common word for it is a *pub*.

British people often have a favourite pub close to their house and they call this their *local*. There are pubs in villages, in towns and in cities – wherever they are, people meet there to drink and talk. Pubs are informal meeting places and are considered the heart of a community.

When in Britain, you will see signs outside pubs that say 'free house'. Sadly, the sign doesn't mean that drinks there are free! A 'free house' is a pub that doesn't belong to a **brewery** so it is 'free' to sell any brewer's beer.

3. Look at the speech bubbles below. Can you guess the meanings of the phrases?

This round is on me.



Mine's a pint.

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Now read the passage. What does it mean to 'go for a pint'?

'Mine's a pint'

A pint is a measure of beer in Britain. A British pint is 570ml. Don't worry about the figures – the most important thing to remember is that it means 'a drink', as in, 'Let's go for a pint after work tonight' ... and usually you won't stop at one drink.

If you don't want a pint, you can ask for a half (half a pint). You need to specify the quantity when you're ordering, for example, 'Half a pint of lager / ale and a packet of crisps, please.'

4. Read both passages again and decide if the statements are true (T) or false (F).

1. In Britain, people very rarely go to local pubs because they all have their favourite pubs.
2. A 'free house' sells different brands of beer.
3. A pint is about half a litre.
4. It is quite common to say 'I'd like some beer, please' when you order beer in Britain.

5. You are at the pub. What do you say in the following situations?

1. You want to order some beer but you don't want a whole pint.

'_____, please.'

2. You want to invite your British colleagues to the pub after work.

'Let's _____.'

6. Discuss your answers to the following questions. Make notes underneath if you wish.

- Have you been to a pub in Britain?
 - If so, what was it like? Did you like it? Why? Why not?
 - If not, would you like to? Why? Why not? Give details.
- Is there a drinking culture in your country?

LESSON SHARE

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Fill in the chart. Talk to as many people as you can.

name	country	how often they go to a pub/bar	most common drink	how to order a drink



Fill in the chart. Talk to as many people as you can.

name	country	how often do you go to a pub/bar	most common drink	how to order a drink