



Teachers Notes:

Level:	Intermediate (B1)
Topic:	Guinness
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Lesson Aim:	To introduce and familiarize students with Guinness. To communicate accurately using comparatives/superlatives To develop spoken interaction
CEFR Student Learning Outcomes:	<p>Reading: I can understand the main points in straightforward factual texts on subjects of personal interest well enough to talk about them afterwards.</p> <p>Spoken Interaction: I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely. I can help to solve practical problems, saying what I think and asking others what they think.</p> <p>Spoken Production: I can relate the main content of short texts I have read. I can briefly explain and justify my opinions.</p> <p>Written Production: I can write short, comprehensible connected texts on familiar subjects.</p>
Lexical Aim:	Pint, harp, blizzard, cave, glacier, to trigger, to settle.
Interaction Patterns:	Individual Pair work Group work Whole Class
Preparation:	Access to internet and projector.
Task Time:	90 minutes +



Lesson:

Procedure

Ask the students to look at the 2 pictures. Give them 1 minute to brainstorm some connections between the 2 pictures and get feedback.

(The link is the harp, they are a mirror image of each other. Guinness originally trademarked the harp symbol in 1876, before the Irish Free State Government. The government had to turn the official government harp the other way to differentiate between the trademarked Guinness harp and the official State emblem.)

Ask students to discuss the questions related to Guinness and alcohol in small groups. You may want to check these questions are appropriate for your age/group of learners first. Encourage students to give examples, opinions and agree/disagree.

Monitor and take notes. Give feedback after the discussion on useful language and common errors.

Tell students they are going to watch a Guinness advert. After they watch the advert ask students to discuss why they think Guinness adverts are so popular.

www.youtube.com/watch?v=eXf93CEI4t0

Show the advert again. In pairs, students must put the sentences in order sequencing the events in the advert. You will probably have to pre-teach some of the language in the sentences/give the students a few minutes to look-up unknown vocabulary.

Here is the correct order:

He walks across the glacier
 He walks in a blizzard
 He finds a cave.
 He thinks about home.
 He serves a pint in a pub.
 He sings to himself while he is walking.

Put the students into pairs or small groups. Play the students another Guinness advert of your choice and ask them to write down some sentences about the ad. Students work together to write 4-6 well formulated sentences on a blank piece of paper. Monitor and help with vocabulary and grammar.

Next ask students to cut the sentences into separate strips. They must give the strips to another group to try and put in the correct order.

The next section of the lesson discusses 'The Guinness Book of Records'. This could be joined with the first part of the lesson or used as a stand-alone lesson.

As a warmer you could show the students some pictures of world record breakers and ask them to define what the Guinness book of records is.



Students read the text about the book and answer the 2 questions. Get feedback from the class.

Next ask students to think of 3 questions to ask about the text in pairs. Monitor and check for any issues with grammar/vocabulary. Join pairs of students together so that they can ask their 3 questions.

Get feedback from the class about the text: What questions did they ask/answer etc.

Next play students a clip of some world records. Ask students to write notes of as many records as they can see. Put students in groups to compare their ideas. Monitor and listen for any issues with comparatives/superlatives.

<https://www.youtube.com/watch?v=Lj5daILdFew>

Play the clip again so that students can check their answers. You could pause the video clip as you go and get students to volunteer answers.

Optional: Ask students to research different world records of interest to them and share the information with the class.

There are lots of clips of records available on the Guinness book of records website below.

<http://www.guinnessworldrecords.com/explore-records/extraordinary>