

HOW IS WINE MADE?

Level: A2/B1

Time: 45-55 minutes

Lesson focus: This grammar lesson is based on a short Insider video titled How wine is made. The lesson starts by predicting the top 10 worldwide wine producers and matching them with the percentage of annual wine production. Students order the stages of wine production and check the answers by watching the video. These steps serve as an introduction and explanation of the present passive form. Students practise the form by filling in the gaps with the correct form. Finish the class by talking about what they do at work in active and passive forms. As the topic is alcohol production and consumption, it is advised to use it only with adult students.

Materials:

- How is wine made? - presentation
- How is wine made? - worksheet (optional)
- [How wine is made](#) - a video by Insider

Learning objectives:

- to understand and use the present passive form
- to learn the steps of wine production
- to talk about work duties in active and passive forms

Structure:

1. Lead-in (8 mins)

In pairs, predict the top 10 wine producers in the world. After revealing the answers, match them with the annual wine production by percentage.

Answers Task 1: Argentina, Australia, Chile, France, Germany, Italy, Portugal, South Africa, Spain, The United States of America.

Answers Task 2: Italy (22.6%), France (20.1%), Spain (16%), USA (12.2%), Argentina (6.2%), Australia (5.7%), Chile (5.6%), South Africa (4.6%), Germany (3.9%), Portugal (3.1%).

Finish this activity by asking about the possible ranking of the UK on that list.

Answer: #53

2. Pre-listening discussion (5 mins)

Ask about students' wine-drinking habits. With a show of hands, check how many of them partake in the drinking of wine. Discuss their favourite types of wine, and check if they have ever visited a winery or been wine-tasting.

3. Listening for gist (6 mins)

Before watching the video, put students into pairs or small groups and ask them to put the wine-production steps in order. Watch the video How wine is made and check the answers. Explain any new vocabulary as needed.

Answers: D, E, H, I, F, B, C, G, A.

Elicit how the process of making red wine differs from the white wine and sparkling wine production.

Answers: White wine grapes are not destemmed and are immediately pressed and fermented. The sparkling wine ferments in bottles as opposed to barrels.

4. Listening for detail (6 mins)

Watch the video again and answer questions 1-5.

Answers:

1. 5 million bottles a year
2. red wine - pinot noir
3. red wine
4. sparkling wine
5. riddling - flipping of bottles to move the sediment

5. Teach - grammar (4 mins)

Using examples from the video, explain the use and structure of the present passive form.

Subject + 'be' + past participle

Explain that it is possible to omit the agent in the passive form if,

- a. it's obvious who did the action
- b. it's not important who did the action
- c. it's not known who did the action.

6. Grammar practice 1 (6 mins)

Students practise grammar by changing the active sentences from the video into the passive form.

Answers:

1. Red wine grapes and white wine grapes are grown.
2. Sparkling wine is made as well.
3. Here's how wine is made (by Bolney).
4. The grapes are picked and taken to the winery.
5. The grapes are pressed in the press.

Based on these examples, discuss how the passive form changes the sentences and makes them more formal.

7. Grammar practice 2 (4 mins)

Complete the paragraphs describing white wine production with the correct form of the verbs in brackets. Discuss the answers, or re-watch the video to check the answers.

Answers: are harvested, is collected, are...taken, are...pressed, is pumped off, are fermented, is added, to be sold.

8. Freer practice (5 mins)

Give students some time to think about five things they typically do at work, for example, sending emails, drinking coffee, making transfers, etc. Students write them down in the active form first. Check the answers.

Students retell what they do, this time in the passive form. Correct any mistakes as they appear.

9. Group discussion (8 mins)

Finish the class with a general group discussion about wine-related jobs and wine production in their countries.

10. Error correction (3 mins)

Provide students with speaking feedback.