

Vorüberlegungen

Kompetenzen und Unterrichtsinhalte:

- Die Schülerinnen und Schüler erkennen, dass Whisky für die Schotten nicht bloßer Alkohol ist, sondern zur kulturellen Identität gehört.
- Sie lernen, warum er im kollektiven Bewusstsein der Schotten als identitätsstiftendes Getränk und als Teil der Lebenskultur verstanden wird.
- Sie trainieren Textarbeit, die mit Fachtermini aus dem Bereich der Lebensmittelchemie angereichert ist.
- Sie wiederholen und festigen verschiedene Lese-, Interpretations- und Präsentationstechniken.
- Sie üben sich in der Mediation eines Fachtextes zum Themengebiet Marketing und Whisky.
- Sie eignen sich allgemeines Fachwissen im Hinblick auf den Entstehungsprozess von Whisky an.

Anmerkungen zum Thema:

Das Thema **“Whisky – A Cultural Good or Just Alcohol?”** eignet sich sehr gut für den Einsatz in der Oberstufe innerhalb des Lehrplanbereichs **Landeskunde**.

Whisky hat für Schottland eine hohe **kulturelle und** eine wachsende **ökonomische Bedeutung**. Whisky ist einerseits ein alkoholisches **Genussmittel**, andererseits ist er gerade für Schotten der Inbegriff **schottischer Lebenskultur**, was sich nicht zuletzt darin begründet, dass er in Zeiten englischer Vorherrschaft schwarz gebrannt und ohne Steuern verkauft wurde. Dies galt als Zeichen für die schottische Unabhängigkeit über die englische Herrschaft. Zudem bieten die geografische Lage und die landwirtschaftlichen Rohstoffe Schottlands optimale Bedingungen für die Herstellung hervorragender Whiskysorten. Der **Whisky-Export** macht mittlerweile **25%** des Wertes der landwirtschaftlichen Exportgüter aus und ist damit, gemessen an seiner ökonomischen Bedeutung, eine tragende Säule der schottischen Wirtschaft.

Die Verherrlichung des Whiskys und die in Schottland stark verbreitete Trinkkultur bei Festen und Feiern werfen allerdings auch die Frage der **Alkoholsucht** und des **Alkoholmissbrauchs** auf, was bei dem Thema „Whisky“ bei Schülern auch benannt und diskutiert werden muss.

Literatur und Internet zur Vorbereitung:

<https://www.visitscotland.com/seedo/food>

(Informationen zu den verschiedenen Regionen und ihren regionaltypischen Whiskysorten)

<https://scotchwhisky.com/>

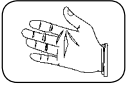
(informative Seite zum Thema mit vielen Querverweisen zu aktuellen und originellen Unterthemen)

Die einzelnen Unterrichtsschritte im Überblick:

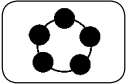
1. Schritt: What Does Whisky Mean to Scotland?
2. Schritt: Facts about Whisky
3. Schritt: How Is Whisky Made?
4. Schritt: Whisky Worldwide
5. Schritt: Drinking Culture or Alcohol Abuse?

1. Schritt: What Does Whisky Mean to Scotland?

In der Themeneinheit **“Whisky – A Cultural Good or Just Alcohol?”** geht es als *Einstieg* zunächst darum, warum Whisky für Schottland solch eine große Bedeutung hat.



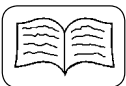
Als *Einstieg* kann in **Texte und Materialien M 1₍₁₎** das Qualitätsversprechen des Alters eines Whiskys angesprochen werden. Diese Hinführung zum Thema bietet die Möglichkeit, verschiedene Aspekte des Kulturguts Whisky mündlich zu thematisieren. Die Schülerinnen und Schüler können im Unterrichtsgespräch ihr Vorwissen einbringen und, wenn möglich, auch von Urlaubsaufenthalten in Schottland berichten.



Die Antwort auf die Frage in **Aufgabe 1** der **Assignments** kann kurz dahingehend beantwortet werden, dass in Schottland die Schreibung “whisky” üblich ist, während in Irland und den USA “whiskey” bevorzugt wird. Darüber hinaus gibt es aber auch den Usus, mit der Schreibung auf unterschiedliche Herstellungsweisen und -orte hinzudeuten.

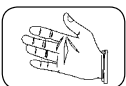


Die Schüler werden nur wenig Erfahrung mit Whisky als Genussmittel haben, weshalb der Text **“What does whisky mean to Scotland?”** in **Texte und Materialien M 1_(2 und 3)** ihnen hilft, sich einen Einblick darüber zu verschaffen, welche kulturelle Bedeutung sich mit einem alkoholischen Getränk verknüpfen kann. Die *Verständnisfragen zum Text* ermöglichen den Schülern eine gezielte Auseinandersetzung mit dem Text.

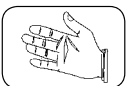


2. Schritt: Facts about Whisky

Dieser Schritt erlaubt es den Schülerinnen und Schülern, sich in **Texte und Materialien M 2_(1 und 2)** *Fachwissen* über Whisky *aneignen*. Die Lerngruppe wird in ihrer *landeskundlichen Kompetenz* bezüglich Schottland gefördert und angeregt, sich kompetenter *mit dem Thema auseinanderzusetzen*. Der Text beinhaltet sowohl informative Fakten als auch originelle unterhaltsame Elemente. *Fragen zum Text* und eine *Multiple-Choice Aufgabe* ermöglichen eine effiziente *Lernkontrolle*.



In **Texte und Materialien M 2_(3 und 4)** lernen die Schülerinnen und Schüler unter dem Thema **“Whisky Regions”** einige wichtige Whisky-Regionen in Schottland kennen. An die Beschreibung der Regionen im Text knüpft eine *Rechercheaufgabe* an, bei der die Schülerinnen und Schüler je Region drei Destillieren heraussuchen und beschreiben sollen.

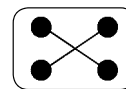


Diese Aufgabe verfolgt das *Lernziel*, dass die Lernenden sich mit den Inhalten der verschiedenen Web-Seiten der Destillieren auseinandersetzen und ein Gefühl für die Art der Darstellung und die Bedeutung des Whiskys auch in Deutschland bekommen.

Unterrichtsplanung

3. Schritt: How Is Whisky Made?

Im dritten Schritt wird der Produktionsprozess des Whiskys beschrieben (**Texte und Materialien M 3(1 bis 3)**). An den Fachtext über die einzelnen Produktionsschritte knüpft ein *handlungsorientierter Arbeitsauftrag* an, der aus einem *Rollenspiel* besteht.



In diesem Rollenspiel ist eine Schülerin oder ein Schüler der *Visitor Guide* in einer Destillerie, der oder die andere ist der Besucher, der möglichst viel über den Herstellungsprozess wissen möchte. Beide erhalten das Arbeitsblatt von **Texte und Materialien M 3(4)** und sollten vorher den Fachtext gut durcharbeiten, um zum einen kompetent Auskunft geben (*Visitor Guide*) und zum anderen gezielt nachfragen und die Informationen überprüfen zu können (*Visitor*).

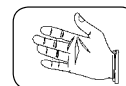


Die Bilder helfen, das Rollenspiel strukturiert zu durchlaufen. Idealerweise werden sie auf Folie kopiert oder mittels Dokumentenkamera an die Wand projiziert, sodass sich die Beteiligten während des Rollenspiels daran orientieren können.

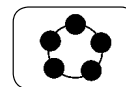
4. Schritt: Whisky Worldwide

Im vierten Arbeitsschritt steht eine *Mediationsaufgabe* an. Mediation ist ein wesentlicher Bestandteil der FH- und Abiturprüfungen, sodass ein häufiges Üben für die Schülerinnen und Schüler äußerst sinnvoll ist.

Im Artikel von **Texte und Materialien M 4** geht es um die Prämierung eines japanischen Whiskys als weltbesten seiner Art. Als *Mediationshilfe* ist der Text als *Tabelle* vorstrukturiert. Die Schülerinnen und Schüler sollen jeden Absatz in max. zwei Sätzen auf Englisch zusammenfassen.

**5. Schritt: Drinking Culture or Alcohol Abuse?**

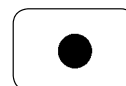
Wenn man von Whisky als Kulturgut spricht, kommt man nicht umhin, auch den *Alkoholmissbrauch zu thematisieren*. Denn wenn Whisky als Kulturgut propagiert wird, bedeutet dies auch, dass generell Alkoholkonsum als Teil der Kultur gilt. Insbesondere sollte gemeinsam mit den Schülerinnen und Schülern im *Unterrichtsgespräch* herausgearbeitet werden, dass der Grund für Alkoholmissbrauch auch darin zu sehen ist, dass Alkohol eine gesellschaftlich akzeptierte, teilweise glorifizierte Droge ist.



Auf diese Thematik wird die Aufmerksamkeit der Klasse in **Texte und Materialien M 5(1)** gelenkt. Die Schülerinnen und Schüler sollen zunächst den Inhalt der Sprechblasen beschreiben sowie die Pointe erklären. In **Aufgabe 3** der **Assignments** geht es darum abzuklären, warum die humoristische Darstellung des exzessiven Alkoholkonsums eher akzeptiert wird als z. B. der Missbrauch harter Drogen.



Texte und Materialien M 5(2) hat den Alkoholmissbrauch und die "Trinkkultur" in Schottland zum Thema. Kehrseite der Glorifizierung von Whisky ist sicherlich, dass der Konsum von Alkohol und auch sein Missbrauch in Schottland stark verbreitet ist. Die Lerngruppe erarbeitet Fragen zum Text und erstellt einen schriftlichen *Comment*, in dem die schottische Whiskykultur in Verbindung mit Alkoholmissbrauch erörtert wird.



Whisky – A few questions**Assignments:**

1. *Whiskey or whisky? Explain the difference. If necessary, surf the internet for the answer:
<https://en.wikipedia.org/wiki/Whisky>.*

whisky	
whiskey	

2. *What is meant by “malt whisky”? Explain. If you are not able to explain the word, take care to learn the explanation in the following exercises.*
3. *What do you know about the role of whisky in Scotland? Is this Scottish sort of alcohol sold in Germany too? What do you know about this drink? Discuss these questions with your classmates.*
4. *Do the Germans have a “national” drink? What drinking habits do Germans have? Imagine you have just had a good party. Write an email to a friend in which you tell him or her about the party and also come across these questions and your individual answers to them.*

VORSCHAU

What does whisky mean to Scotland?

1 With the independence referendum round the corner, the question of what it means to be Scottish has never been more vital or more talked-about. And that makes this the perfect opportunity to talk about Scotch whisky, perhaps the country's most potent symbol.

5 Whisky is Scotland's rebel roots; the outlaw distillers north of border spent almost two hundred years evading the long arm of the English taxman (In the late 18th century there were eight legal distilleries and around 400 illegal ones). And it has become in the many years since a global enterprise worth billions of pounds.

10 There are 98 active malt distilleries in Scotland, according to the Malt Madness database, each with its own selection of concoctions. At £4.3 billion, whisky accounts for more than 85 per cent of Scottish food and drink exports, and nearly a quarter of the British total. The industry employs 10,000 people in Scotland, many of whom live in economically deprived areas. The risks of independence will damage the Scottish whisky business. That's what it means in raw numbers, but there's so much more to it than that.

15 "Whisky is part of Scotland's identity," said Alistair McDonald, who runs the Auchentoshan distillery south of Glasgow. "We're a wee country, and this is something that's ours and it's enjoyed around the world. We're proud of it."

The malt whisky trail

Scotch is traditionally divided up into seven regions, with each alleged to have a distinct character.

20 As the territory in which the English taxman enjoyed the most success, the Lowland whiskies, of which they are only four, are sometimes referred to derisively by aficionados. Lowland scotch was the Englishman's scotch, and was therefore deigned to be inferior – it's a bit sweet, not too potent, and altogether more accessible than its beverage brethren further north. (...)

25 Up until the 1890s, Scotch whisky was a secondary spirit, largely in the shadow of the popular Irish whiskies. But after a plague of insects ravaged European wine and brandy production in the late 19th century, Scotch was drafted as a substitute for cognac and the industry exploded into life. Smoother, sweeter whiskies, more tailored to the tastes of the global consumer than the single malts, were a lasting hit.

30 In the 1970s, however, a gross overestimation of demand led to a crisis dubbed the "Whisky Loch" during which distilleries across the country were closed or mothballed. For years after, up until around the turn of the century, the Scotch business was trying to just get back up on its feet. Not anymore.

35 Mr McDonald said: "It used to go in five year cycles, peaks and troughs, but in the last 10 or so years it just seems to be climbing. There's never been such demand, and I can't see the end." The drink has taken off all over the world, especially in the US, where the scotch whisky market grew 8 per cent in 2012 to hit record revenue of £819 million.

40 And it has become a young person's drink, thriving in the recent cocktail culture revival. Blair Bowman, the 23-year-old founder of World Whisky Day, credits Scotch whisky with better understanding how and why people turn to the drink.

What does whisky mean to Scotland?

"I certainly think there has been a dramatic change in the perception of whisky in the past five years," he said.

"Brands realised that saying there's a right way to drink whisky was turning people off. Now there is a much more relaxed feel, with consumers encouraged to drink whisky in a cocktail or
45 as a long drink. This kind of thing would never have happened in the past."

Pierre Thiébaud, who founded the online whisky community Connosr, thinks that young people are attracted to whisky as a reaction to the homogenized, mass market beverage business.

"I think it appeals to young people who want something that doesn't feel like a mass produced,
50 manufactured product. You can trace a single malt to its distillery, it has a sense of place. It's not trying to be cool, it is cool."

At what cost?

The value of the Scotch whisky industry doubled in the decade between 2002 and 2012. That sort of growth doesn't just go unnoticed. As whisky fulfils its financial potential, so do its distilleries exchange hands. The days of community whisky are long gone. The 98 malt distilleries
55 across Scotland are run by a 31 companies, 18 of which are from the UK. London-based Diageo, the biggest booze company in the world, owns 27 distilleries – half of UK's market share. The merger of drinks giants Jim Beam and Suntory earlier this year indicates the direction in which the whisky business is headed. The £10 billion deal brought Laphroaig, Islay's biggest malt, and Auchentoshan, the Lowland's premier whisky, under one roof. (...)

(Source: <http://www.telegraph.co.uk/foodanddrink/foodanddrinkadvice/11099642/What-does-whisky-mean-to-Scotland.html>)

Annotations:

5 **taxman**: a collector of taxes; 8 **malt distillery**: dt. Malzbrennerei; 9 **concoction**: the act or process of adding several different parts to a food or drink; 21 **derisively**: considered stupid or of no value; **aficionado**: someone who is very interested in and enthusiastic about a particular subject; 29 **single malt**: a whisky not mixed but produced in just one distillery; 38 **revival**: restoration to life, to consciousness, vigor, strength, etc.; 44 **to encourage**: to inspire with courage, spirit, or confidence

Assignments:

1. The author claims that whisky is vital for Scotland's identity. List all the reasons the author gives to why whisky is so important for Scotland.
2. What's the difference between Lowland's and Highland's whisky?
3. What were the reasons for the first success of Scottish Whisky?
4. Explain in your own words the so-called "whisky loch".
5. Why are younger people attracted to whisky?
6. Explain the following phrase, taken from the text: "The days of community whisky are long gone." (line 58)

Texte und Materialien – M 2₍₂₎

- Whisky and rum represented majority of drinks that were used on the ships during the famous “Golden Age of the Piracy”.
- Every year 2-4% of all whisky in the world stored in a wooden barrels evaporate into air. That doesn't happen with sealed glass bottles.
- Five largest regional made whiskies are Scotch Whisky, Irish Whiskey, Kentucky Bourbon, Canadian Whisky and Tennessee Whiskey.
- 90% of whisky produced in UK is intended for export.
- To this day Irish and Scotts have disputes about who was first to make whisky.

(Source: <http://www.whiskyfacts.com/>)

Annotations:

1 **beverages:** here a drink other than water; 4 **widespread:** found or distributed over a large area or number of people; 5 **fermentation:** a change brought about by a ferment, as yeast enzymes, which convert grape sugar into ethyl alcohol; 8 **to ensue:** to follow in order, to come afterward, especially in immediate succession; 13 **grain:** a small, hard seed, especially the seed of a food plant such as wheat, corn, rye, oats, or rice; 25/26 **acquisition:** the act of acquiring or gaining possession; 33 **metabolism:** the sum of the physical and chemical processes in an organism by which its material substance is produced, maintained, and destroyed, and by which energy is made available; 34 **stroke:** a sudden change in the blood supply to a part of the brain, sometimes causing a loss of the ability to move particular parts of the body; 41 **cask:** a container made and shaped like a barrel, especially one larger and stronger, for holding liquids; 54 **dispute:** the act of engaging in arguments or a debate

Assignments:

1. Whisky became popular in the 15th century. Explain the reasons which were behind the increase in the numbers of distilleries at that time.
2. The author of the text uses the term “moonshine whisky”. Explain its meaning.
3. Multiple Choice Task on facts about whisky: Compare with the text whether the following statements are true or false. If you have to correct statements, write them down in your exercise book.

	T	F
The first whisky was made in Babylon and Mesopotamia.		
The Greek managed to distill sea water into whisky.		
Both spellings are correct: “Whisky” and “whiskey”, the latter is used in Ireland and the USA, the first one in Canada and Scotland.		
Whisky is healthy to a certain degree, if you drink it sensibly.		
Whisky production is one of the most important industries in Scotland.		
To gain flavour, whisky needs to be stored in wooden barrels.		
An opened whisky bottle needs to be consumed within three days, and you have to keep it in the fridge.		
Oak casks and caramel are parts of the secret behind its flavour.		
The Irish claim that the Scotts were the first to make good whisky.		

	Name	Description	Whisky Brands
Higland			
Speyside			
Lowland			
Islay			
Campbeltown			

How is whisky made?

The principals for the distillation of whisky have changed little over the last 200 years. Just three basic ingredients are needed - water, barley and yeast. Technology now aids production, but traditionally there are five stages to the process - malting, mashing, fermentation, distillation and maturation. Here we go through and explain each of these important stages.

5 Step 1 – Malting

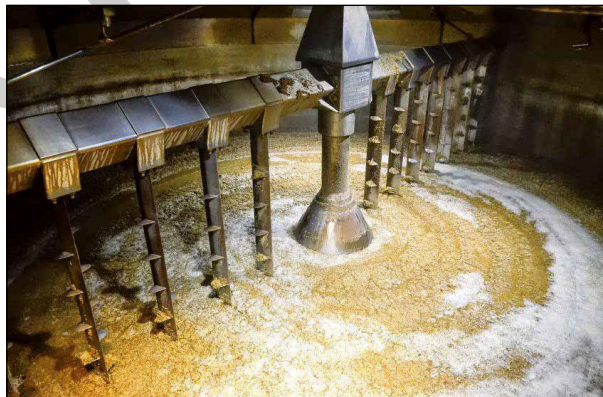
Barley contains starch and it is this starch which needs to be converted into soluble sugars to make alcohol. For this to occur, the barley must undergo germination and this first part of the process is called 'malting'. Each distiller has their own preference about the type of barley they buy, but they need a type that produce high yields of soluble sugar. The barley is soaked for 10 2-3 days in warm water and then traditionally spread on the floor of a building called a malting house. It is turned regularly to maintain a constant temperature. This is also carried out on a commercial scale in large drums which rotate.

When the barley has started to shoot, the germination has to be stopped by drying it in a kiln. 15 Traditionally peat is used to power the kiln and it is at this point where the type of peat used and length of drying in the peat smoke can influence the flavour of the final spirit. The barley is now called 'malt' and this is ground down in a mill, with any husks and other debris being removed.

20 Step 2 – Mashing

The ground down malt, which is called 'grist', 20 is now added to warm water to begin the extraction of the soluble sugars. The water is normally from a pure, reliable, local source - this is why most distilleries around the world are next to a river or lake. The character of this water can influence the final spirit as it can contain minerals from passing over or through 25 granite, peat or other rock. The liquid combination of malt and water is called the 'mash'. It is put into a large vessel called a mash tun and stirred for several hours.

30 During this process, the sugars in the malt dissolve and these are drawn off through the bottom of the mash tun. The resulting liquid is called 'wort'. This process is normally carried out three times with the water temperature being 35 increased each time to extract the maximum amount of sugar. Only wort from the first two times is used. The third lot is put back into the next batch of new grist. Any residue, such as husks, is called 'draff'. This is collected and used in the production of farm feed.



Source: <http://www.hillbillystills.com/moonshine-process/moonshine-mashing-and-fermentation/>

Step 5 – Maturation

- 90 The spirit is put into oak casks and stored. The most common types of oak casks are those that have previously been used in the American bourbon and Spanish sherry industries. The spirit must mature in casks for a minimum
- 95 of three years before it is legally allowed to be called whisky in Scotland. During maturation, the flavours of the spirit combine with natural compounds in the wood cask and this gives the whisky its own characteristic flavour and
- 100 aroma.



Source: http://www.allthingswhisky.com/?page_id=57

- Wood is porous, so over time it will breathe in air from the surrounding environment in which it is stored. This will also give the whisky some unique characteristics. If the distillery storage facilities are next to the sea, on an island
- 105 or in the middle of the Highlands then the air quality, temperature and humidity will be different and influence the end product. During each year of maturation about 2% of the spirit is lost through natural evaporation. This is called the 'angel's share' and explains why older whiskies are less readily available and more expensive to buy. There is simply less whisky in the cask to bottle.

Annotations:

6 **soluble:** capable of being dissolved or liquefied; **starch:** a white, tasteless, solid carbohydrate, (C 6 H 1 0 O 5)_n, occurring in the form of minute granules in the seeds, tubers, and other parts of plants, and forming an important constituent of rice, corn, wheat, beans, potatoes, and many other vegetable foods; 7 **germination:** to begin to grow or develop; 8 **to malt:** to convert (for example grain) into malt by soaking it in water and allowing it to germinate; 14 **kiln:** a furnace or oven for burning, baking, or drying something, especially one for firing pottery, calcining limestone, or baking bricks; 15 **peat:** a highly organic material found in marshy or damp regions, composed of partially decayed vegetable matter: it is cut and dried for use as fuel; 36 **residue:** something that remains after a part is removed, disposed of, or used; 42 **yeast:** any of various small, single-celled fungi of the phylum Ascomycota that reproduce by fission or budding, the daughter cells often remaining attached, and that are capable of fermenting carbohydrates into alcohol and carbon dioxide; 46 **ABV:** alcohol by volume; 105 **humidity:** wet condition

Assignments:

1. **Role Play:** Work in pairs. You are at a whisky distillery: One of you is a tourist, who visits the distillery. The other is the company's representative who shows visitors around. You find further explanations of your roles in the role cards. Work along the pictures, as if you really were at the distillery.
2. **Distillery guide:** Before you start the role play, carefully read the text several times so that you know all the information that you need for the dialogue.

Whisky aus Japan prämiert. Der Schottenschocker

Assignments:

- Mediation task:** Summarize the main ideas in English. Please do not translate the text. Just focus on the most important pieces of information in the text. A good way to do that is going from one paragraph to the next. Thereby you make sure not to neglect important parts of information. Try to summarize each paragraph in no more than two sentences.

<p>Tokio - Das Urteil gilt als Ritterschlag: Erstmals hat ein renommierter britischer Experte die Auszeichnung für den weltbesten Whisky nach Japan vergeben. Der Yamazaki Single Malt Sherry Cask 2013 erreichte in der nun veröffentlichten "Jim Murray's Whisky Bible" den beeindruckenden Wert von 97,5 von 100 möglichen Punkten. Auf den Plätzen zwei bis vier folgen drei Bourbon aus den USA.</p>	
<p>Eine Niederlage für die Schotten, die ihren Scotch seit jeher als besten aller Whiskys rühmen, diesmal aber nicht auf den ersten fünf Plätzen vertreten sind. Den diesjährigen Preisträger beschreibt Murray als "dicht, trocken und abgerundet wie eine Billardkugel". Etwa 16.000 Flaschen wurden vom Yamazaki Single Malt Sherry Cask 2013 produziert. Der Preis für eine Flasche liegt bei gut 130 Euro.</p>	
<p>Die Yamazaki-Brennerei aus der Nähe von Kyoto ist die älteste noch betriebene japanische Whisky-Brennerei. Sie wurde in den Zwanzigerjahren von Masataka Taketsuru mitbegründet – und der hatte seine Ausbildung zuvor ausgerechnet im schottischen Glasgow absolviert. In seinem Leitartikel forderte Murray die schottischen Brennereien auf, sich nicht länger auf Verdienste der Vergangenheit auszuruhen. "Wo waren die komplexen Whiskys auf dem Höhepunkt ihres Lebens? Wo waren die Mischungen mit verblüffendem Tiefgang?", fragte Murray. Er empfahl den Schotten eine "kleine Portion Demut" und eine "Rückkehr zu den Anfängen".</p>	
<p>Die japanischen Whiskys hätten in den vergangenen Jahren enorm an Stärke gewonnen, sagte Kai Ivalo von der Scotch Malt Whisky Society dem "Telegraph". Der Erfolg sei daher "unvermeidlich und vielleicht sogar überfällig" gewesen.</p>	

Alcohol Abuse in Scotland – Drinking Culture in Scotland

Drinking alcohol is considered by many to be an important part of Scottish culture. Most people in this part of the world consume alcohol at least now and again. There is also an acceptance of occasional inebriation. The Scots tend to drink more heavily than people living in other parts of the UK. Celebratory occasions such as Hogmanay can be a time when public inebriation is considered normal, although there have been measures taken to decrease the availability of alcohol at these events in recent years.

Reasons for Heavy Drinking Culture in Scotland

- During the industrialization of the 19th Century, a great deal of poverty struck Scotland's urban areas, particularly Glasgow. Housing conditions for the poor were sometimes brutal. Many people turned to alcohol as a means of dealing with their situation.
- It is suggested that during the long cold winter nights there was not much to do in the past. Going to a bar provided an opportunity to socialize and ignore the bad weather. This could be a time of year when a great many people became depressed, so going to the pub might be a way to alleviate this.
- Alcohol in Scotland is relatively cheap, so most people can afford to drink. Some have described the situation as selling alcohol at pocket money prices. A recent ban on multi-buy deals is aimed at stopping sellers in Scotland from using price reductions to encourage people to buy more alcohol.
- In centuries past, it was sometimes safer to drink alcohol than water. This was because the fermenting process involved boiling, which killed bacteria. Much of the water then would have been polluted, and people took more of a risk by drinking it.

Alcohol Abuse Statistics in Scotland

The majority of people living in Scotland over the age of 16 drink alcohol, 93 percent of men and 87 percent of women. They drink nearly 25 percent more than the English and Welsh. A strong link between alcohol abuse and poverty persists in Scotland. Men who lived in deprived areas are seven times more likely to die of alcohol-related causes.

Binge Drinking in Scotland

Binge drinking is a significant problem in Scotland. There are many dangers associated with this type of alcohol abuse:

- It can easily lead to alcohol poisoning. When people drink too much in a short period of time, their blood alcohol concentration can reach dangerous levels.
- This is the pattern of usage that is most likely to lead to alcoholism. Once the individual becomes physically and psychologically dependent on alcohol, it can completely destroy their life. It can also cause a great deal of suffering for friends and family members.
- People who binge drink are more likely to suffer from symptoms of depression. This can also mean that they will be more at risk of committing suicide.
- Binge drinking leads to hangovers. This means that the individual is not able to perform well at work the next day. Some people will be unable to make it into their job at all. Hangovers cost businesses heavily through lost productivity and sick days.
- This pattern of drinking can lead to serious health consequences. It damages almost every organ in the body. It is not necessary for the individual to be a full-blown alcoholic in order to develop serious problems. For example, one episode of binge drinking could be enough for someone to develop an alcoholic liver disease.
- When people drink a large amount in a short period of time, it means they become more prone to accidents. It also can put them more at risk of being a victim of crime.