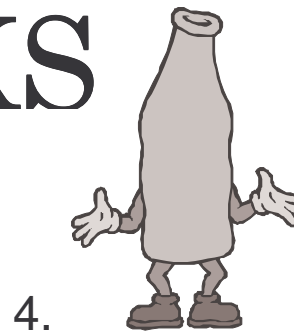




# DRINKS



## 1. THINGS YOU CAN DRINK

Organize the words into three categories. You decide the categories!

water    tea    beer    wine    lemonade  
milk    cola    juice    coffee    hot chocolate  
whisky

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## 2. EXTEND YOUR VOCABULARY

Can you add any more words to your groups? Use a dictionary to help you.

## 3. CONTAINERS FOR DRINKS

Look at the pictures on the first page. Match them to the words.

A MUG \_\_\_\_\_ A CUP \_\_\_\_\_ A BOTTLE \_\_\_\_\_ A GLASS \_\_\_\_\_

## 4. COUNTABLE AND UNCOUNTABLE.

All of the words in the list above can be countable or uncountable. Look at these two examples.

WATER

Uncountable: *I would like some water.*

Countable: *I would like a glass of water.*

Use the words from exercise 1 to make other uncountable words countable

A cup of ...

A glass of ...

A bottle of ...

A mug of ...

## 5. DRINKS QUESTIONNAIRE

Ask these questions with a partner.

- How many glasses of water do you drink a day?
- How many cups of coffee or tea do you drink a day?
- How much milk do you drink?
- Do you like soft drinks? What is your favorite soft drink?
- What do you drink at special occasions (a wedding for example)?

## 6. ROLE PLAY

Imagine you are on an airplane. One person is the flight attendant, the other is the passenger. Order something to drink.

## Drinks Vocabulary Teacher's Notes – by Lindsay Clandfield

**Level:** Elementary

**Aims:** Students learn 10 to 15 words of drinks vocabulary. There are two speaking activities to incorporate the vocabulary into use: a personalisation activity (questionnaire) and a simple role play. There is a grammatical sub aim to this lesson: making uncountable words countable.

**Warmer - Using Realia**

Bring in the following items to class: a bottle of water, orange/apple juice, coffee, tea, milk, a cola and a beer (if you're allowed to bring alcohol into the class!). Show each item to the students and tell them what it is. Ask them to repeat after you. Then pick up items and ask students to tell you what they are. Finally, have students drill each other. One person comes to the front of the class, picks something up and says "What's this?" to which another answers "It's coffee/milk etc."

**Stage One – Categorizing drinks**

Now direct students to the worksheet. Tell them they have five minutes to organise the words into three categories. They decide what the categories are. Check back answers. Answers: different possibilities, but the obvious categories are HOT DRINKS, ALCOHOLIC DRINKS and NON ALCOHOLIC DRINKS.

**Stage two – Containers**

Direct students attention to the pictures. Can they name them all? Students should then do exercise 3, which involves matching the words to the pictures. Note that picture #3 is a paper or plastic cup usually used for soft drinks. There is a different kind of cup that one can drink tea out of.

ANSWERS: 1. mug 2. glass 3. cup 4. bottle

**Stage three– Countable and uncountable**

This section can be used as an introduction to countable and uncountable nouns or as a review. Explain that most drinks words are considered uncountable, unless a container word is used with them. Show students the examples, they then do the exercise.

ANSWERS: answers can vary, here is one possibility

A cup of coffee/tea/milk/cola/water

A glass of milk/juice/whisky/beer/wine/lemonade/water

A bottle of beer/whisky/milk/wine/lemonade

A mug of coffee/tea/hot chocolate

**Stage four – Speaking Tasks**

You can do one or both of these tasks if you have time.

*I. Questionnaire*

Ask students to do this in pairs. Circulate and monitor, correcting students when necessary.

## *II. Role Play*

Write the following dialogue on the board

A: What would you like to drink?

B: Can I have (a)...

A: Yes, here you are.

B: Thank you.

Have students work in groups of four. Tell them to imagine they are on an aeroplane. One person is the flight attendant; the others must place their orders for drinks. They can use the above dialogue as a starting point for their role play.