



2. Drinks are words that can be countable (a beer) or uncountable (some beer). One way of making uncountable words countable is by talking about the container for the drink. Finish the sentences with suitable drink words.

A cup of _____

A glass of _____

A bottle of _____

A can of _____

A carton of _____

A pint of _____

A shot of _____

3. Role Play – Intonation practice

Placing an order for drinks. Listen to your teacher's intonation when ordering a list of drinks. Then practice using the same intonation. One person be the waiter, the other be the customer.

4. Ranking – Look at these drinks. Imagine you are on holiday in an expensive hotel. In the hotel room there is a small fridge. What free drinks would you like to have in the room? Rank them in order from 1 to 12. Give reasons.

Orange juice

Coffee

English tea

Tomato Juice

Mineral Water

Herbal tea

Sparkling mineral water

Beer

Cola

Whisky

Vodka

Milk

Drinks Vocabulary Teacher's Notes – by Lindsay Clandfield

Level: Intermediate

Aims: Students review and extend drinks (and containers) vocabulary (approximately 15-20 items of lexis); there is a speaking activity to incorporate the vocabulary into use. There is also a pronunciation aim to this lesson: the use of intonation in a piece of discourse – in this case, an order of drinks.

Note: This lesson deals with all drinks, including alcoholic drinks. You may feel that this is a subject matter that is inappropriate for your class. Only use this lesson if you and your class are comfortable dealing with the subject of alcohol and drinking.

Warmer – Mini Survey

Tell the class that you want them to do a mini survey to find out who has the largest variety of things to drink in their house. Organise students into groups of four to make lists, then tell the groups to compare. Who has the most drinks at home? Write the largest list on the board.

Stage One

Give the worksheet to the students and tell them to do number one in pairs. There is an example in each column. You could at this point clarify the title of the worksheet (Wake up and smell the coffee!). It is an American slang expression. When someone says to you “Wake up and smell the coffee” they mean that you should be aware of what is really happening (that you have been dreaming before).

ANSWERS: answers will vary.

Stage two – Containers

Do a quick review of countable and uncountable nouns and explain how to make uncountable words countable. Then ask students to complete the phrases with words from their list in #1.

ANSWERS: answers can vary, here is one possibility

A cup of coffee/tea/milk/water

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

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

A can of cola

A carton of milk/juice

A pint of beer/milk

A shot of whisky/rum etc.

Point out that often in bars or restaurants, drinks are often referred to as countable even without the container word (eg a Coke, two beers, three whiskies and a coffee)

Stage Three - Pronunciation

Tell students to imagine that you are all in a bar or restaurant together. Ask the students what they would like to drink. Write the list on the board. Write “and a packet of peanuts” at the end of the list. Then tell them that you are going to place your order. Read out the list, making your intonation rise on every item and drop on the last. Explain that the rising intonation in the list sends a message to the listener that you aren't finished yet. The falling intonation indicates the end of the list.

e.g. *I'll have two large Cokes (rise), a mineral water (rise), a beer (rise) and a packet of peanuts (fall).*

Put students into groups and have them practice taking orders for a round of drinks, paying attention to their intonation.

Stage Four – Speaking

This is a ranking activity for students to find out what each other prefers to drink. Explain the situation and tell the students to do the activity in small groups. Check back answers. What else would the students like to have in the hotel room fridge?