

Stage:	Exercise Three	Format:	Ss-Text	Time:	11-13
Procedure:	Give the Ss Exercise Three and allow them to work in pairs to complete it. T should then go through the answers. B4 D3 E5 F6 C1 A2				
Aim:	To activating schemata				
Anticipated Problems:	None				

Stage:	Presenting and Preparing some Vocab	Format:	T-Ss	Time:	14-16
Procedure:	Elicit the following phrases from the class (if possible) otherwise prep by explaining the need for each. Eg: "Some people can't have nuts, what might they say to the waiter?" [Quadrant one of the board] <ul style="list-style-type: none"> • I am allergic to X • Do you have a vegetarian option? • Do you have a coeliac / celiac option? • I can't have lactose. • I can't have gluten. • Do you use Halal meat in X? 				
Aim:	Vocab Building				
Anticipated Problems:	Unknown concepts				

Stage:	Introducing an Authentic Text	Format:	Ss-Text	Time:	17-18
Procedure:	Give the S the Menu and allow them some time to read it over.				
Aim:	Contextualizing				
Anticipated Problems:	Vocab				

Stage:	Developing Authentic use of English	Format:	Ss-Text	Time:	19-20
Procedure:	Show the Ss the natural way to read a menu (that is to refer to dish by its primary ingredient, eg, The Beef). Give them some time to try it out by completing Exercise Five . They can work in pairs.				
Aim:	Preparing Language				
Anticipated Problems:	Identify what the dishes are				

Stage:	Eliciting Target Language (Customer)	Format:	T-Ss	Time:	21-23
Procedure:	Elicit the following phrases from the class: [Quadrant two of the board] <ul style="list-style-type: none"> • Could you tell me what this means? • Could you tell me if you have any X dishes? • I'll have the X for starters and the Y for the main course, please. • That was delicious, thank you. • The X is fantastic. 				
Aim:	Introducing Target Language				