

(Thanks to [Immerse](#) for their gracious permission to share this lesson plan.)

Lesson ID	L4_restaurant_advice
Immerse Scene	Restaurant
Level	Level 4
Language Function	Giving and responding to advice and suggestions
Learning Objective	Be able to ask for and give recommendations
Language Form(s)	Can make suggestions using 'what about/how about' with verbs in the gerund. Can give advice using 'If I were you ...' Can use 'should(n't)' to offer or ask for advice or suggestions. Can make offers and suggestions with 'Why not/why don't you/we ...'?
Lesson Title	What Do You Recommend?
Subtitle	Asking For and Giving Advice
Lesson Description	Should you have the sushi, the chicken or the salad? Better ask the waiter what they recommend! In this lesson, you will practice asking the waiter and your friends for advice on what you should order. You might hear phrases such as, “Por qué no pruebas el...” and “Si yo fuera tú, pediría el...”

Prepare Ahead of Time	Add “SP Daily Specials” to MCQ Activate Nested Prompt “Reflection Questions”
------------------------------	---

Stage	Learning Experience
Warm-up (5 minutes)	- G: “I love trying new restaurants, but I am so picky, I can never decide what to order! Does anyone else have difficulty choosing what to order? How do you decide what you order at a restaurant?” Elicit some responses. - Ask if any Ms have been to this restaurant before (some may have had a lesson). If so, go to the food and ask what do you suggest we eat? If no one has, G can just say, let’s look at the food and then ask 1 M, what do you suggest we get? While there, Ms can scan any food they are not familiar with in Spanish.
Controlled practice (15 minutes)	Asking for and giving advice to friends. G splits Ms into 2 or 3 groups and activates proximity audio. G explains instructions and then activates timer for 8 minutes (4 minutes and then switch the groups if Ms

	aren't talkative). • Instructions: Ms are going to sit down with their friends and ask each other and give advice on what they should eat. <i>Have teams sit on opposite sides of the restaurant if possible so proximity audio works best.</i> • If a table starts being quiet, the G can act as a waiter and ask if they need any recommendations and interact (e.g., do you prefer chicken or beef? Then I think you should order...). The G can then quickly visit the other tables to do the same if time permits. If both groups are actively producing language, G doesn't have to switch them after 4 minutes. • At the end of the 8 minutes, G has Ms go to the TV and M asks Gs how they asked for advice on what to order. G adds these to the board eliciting corrections as they go from Ms. Then G elicits from Ms how they gave advice. The focus should mainly be on what Ms mention, but if there is a lack of variety, G should provide a few examples. It is important for Ms to have examples of questions and answers for next activity. G sends phrases to prompt.
Production (15 minutes)	Role Play - customers will ask each other and the waiter for suggestions about the food and drinks. The role play can take 10 minutes or G can have them switch 5 minutes in if not talkative) • Dividing Ms into roles (encourage Ms to change avatars if they want): ○ For larger classes, 1 M can play waiter and 1 bartender while the other Ms are divided into 2 groups of friends eating together. (It is best to assign more advanced (or outspoken) Ms the role of waiter/ bartender. G can play hostess asking how many and then seating one group at a table and the other at the bar. If any Ms get quiet, the G can act as the manager and check to make sure everything is alright ○ For small groups, G can participate as waiter first and then switch roles and play as customer. • The instructions for role play ○ Customers will come in and be seated by the hostess. Emphasize that it is important to act as you normally would and talk to your friends! The Ms should ask each other what to eat and then the waiter/ bartender when they come up. Remember this place has food and drinks! • While Ms are asking each other what to get, G could have the waiters get water to take to the tables or have them look at the food so they know what to recommend. • During this time, the G should ensure all groups have chances to produce. This might mean the G needs to interact more with some groups than others. • At the end of the time, the G will not correct, but will ask if there were any new phrases they used or heard that we hadn't discussed previously.
Reflection (5 minutes)	• Have Ms grab a drink and go out on to patio to reflect using nested prompt. All Ms should be encouraged to reflect in English.

Post-Lesson Reflection	[Following each lesson, instructors will add a brief lesson reflection to comment on what worked, didn't work, or ideas for future iterations.]
-------------------------------	--