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JUSTIFICACIÓN DE LA UNIDAD

Esta unidad didáctica ha sido elaborada por el profesorado participante en el proyecto Erasmus +, concedido en CEPA Avilés durante el presente curso 2015/16. Surge en base a la formación recibida por una de las profesoras en el curso “Professional Development for Teachers of English as a Foreign Language” de 30 horas de formación en Londres (Reino Unido).

ENFOQUES METODOLÓGICOS

Los enfoques metodológicos tratados en la citada formación y que se han seguido en el desarrollo de la presente unidad didáctica “**Working in London**” son los siguientes:

- **“Foster teaching” o aprendizaje guiado.**
- **Motivación y el grado de implicación** de los alumnos/as
- **Self-assessment - strengths and weaknesses.**
- **Task-based language learning and communicative language teaching.**
- **Icebreakers, fillers and warmers.**
- **Team activities o trabajo en equipo.**
- **Technology in EFL teaching.**

UNIT 1. FINDING A JOB ABROAD

WORKING IN LONDON

Student task: Job vocabulary

a) What kind of job would you like to find? Match.

JOBS

Receptionist- waiter/ waitress- programmer- shop assistant- care assistant- chef-
 animal technician- hairdresser- gardener- au-pair-nanny- salesman-
 chambermaid-painter

WHAT DO THEY DO?

Paint walls or other surfaces- Clean and tidy rooms- Serve drinks and food-
 Cut and style people's hair- Look after people's animals-Take care of people with
 needs- Cook for other people- Make other people buy something- Work with
 computers- Plant, grow and take care of plants- Answer the telephone, attend to
 guests- Serve customers- Look after children

JOB	WHAT DO THEY DO?
programmer	
shop assistant	
chef	
animal technician	
care assistant	
salesman	
hairdresser	
receptionist	
painter	
chambermaid	
au-pair /nanny	
gardener	
waiter/ waitress	

**Use an English dictionary in case you need it:*

<http://dictionary.cambridge.org/dictionary/english-spanish/>

WORKING IN LONDON
Student task: Job vocabulary

b) You have to find a job in London using the internet.

You can use these web sites:

<http://www.overseasjobs.com>

<https://www.eurojobs.com/?lang=es&>

Select the country: England/ United Kingdom

Select the city: London

Select the type of job:

What job would you apply to?.....

Read the following job offers and answer these questions about each one:

- What kind of **job** do they offer?
- Do you think that you can **apply for it**? Why?
- Do you have previous **experience**?
- Remuneration.**
- Are **meals** included? And accommodation?
- Timetable**

WORKING IN LONDON
Student task: Job offers

Read these job offers and complete the information in the chart below:

Arora hotels

City center London. We are looking for waiters/waitresses. Full time contract. Previous experience is not necessary. Good level of spoken English. Competitive salary plus service charge. Education Level Required: high school.

Domestic assistant

Preparation of food, serving meals and cleaning. 9 pounds per hour. Weekends included, evening and day time. Experienced. Part time. Permanent contract.

Deli Restaurant

Kitchen crew. Rochester, Kent. This candidate must have high energy and able to multi-task. Must be punctual, reliable, able to follow directions. Part time. Indian and English required. The work is temporary. Experience required

	JOB OFFER 1	JOB OFFER 2	JOB OFFER 3
EMPLOYER			
JOB TYPE			
SALARY			
WORKING HOURS			
LOCATION			
LANGUAGES REQUIRED			
TYPE OF CONTRACT			

<p style="text-align: center;">WORKING IN LONDON Student task: Job interview</p>
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a) Watch this video:

<https://www.youtube.com/watch?v=7OoWnsvThjs>

Try to understand the situation. Don't worry if you don't understand all the words.

What is the situation?

Now watch the video again and follow the tape script.

TAPE SCRIPT (TEXTO):

*A: Hannah, Tell me about your **strengths***

*B: **I'm good at multitasking** (able to do many things at one time)*

A: Are you able to speak other languages? (Can you speak other languages?)

*B: Yes, I'm **fluent** in French (you speak another language very well)*

A: Hannah, tell us why we should pick you over others

*B: I am very **detail-oriented** (care about details, notice small things)*

***You can trust me** to get things done perfectly*

I found 5 spelling errors and 2 grammar errors

Pay attention to the following expressions:

I'M GOOD AT...

ABILITIES: Are you able to / Can you...?

FLUENT IN A LANGUAGE

YOU CAN TRUST ME

Are you good at something in particular?
Are you fluent in a certain language?

b) Now watch a part of the second video:

<https://www.youtube.com/watch?v=zgHi8aM6kek> (1:58-2:46)

They mention the following **strengths**:

- Self-motivated and determined (I am...)*
- A good team-player (I am...)*
- A hard worker(I am...)*
- Success oriented and a natural leader (I am...)*
- Self-confident (I am...)*
- Ability to prioritize (I have...)*
- Good planning skills (I have...)*
- Well-organized (I am...)*
- Good at multitasking (I am...)*
- Good communication skills (I have...)*
- Patience (I have...)*
- Good interpersonal skills (I have...)*
- Open minded (I am...)*

CAN YOU THINK OF ANY OTHER STRENGTH THAT YOU MAY HAVE AND ARE NOT MENTIONED?

LIST THEM:

.....
.....
.....

c) Now following the first video, prepare a job interview with your partner asking about his/her strengths.

A: Good morning. Sit down

B: Thanks.

A: Tell me about your strengths

B: _____

A: Are you good at languages?

B: _____

A: Why should we pick you over others?

B: _____

In case you are interested, these are some more videos on the topic that you can watch:

http://www.dailymotion.com/video/x2cpgk3_english-conversation-job-interview-skills-10_school

<https://www.youtube.com/watch?v=xkPTJwSWnJ8>

UNIT 2. EUROPASS CURRICULUM AND FORMAL LETTERS.

WORKING IN LONDON. Student tasks: curriculum vitae

a. Read the following curriculum:

1. PERSONAL DETAILS

Surname: Richardson

Name: Jane

Address: 135, Banbury Rd.Oxford, UK

Contact telephone: 44-1235.5550.05.67

Contact cell phone: 44-626.40.67.81

Email: janerichardson41@hotmail.uk

Nationality: British

Date of Birth: 21st - April -1983

Place of Birth: Portsmouth (United Kingdom)

Gender: Female

Occupation field: Catering sector (It can be mentioned in your curriculum later on)

2. EDUCATION

-Banbury and Bicester College. Vocational training. Food and beverage serving.Diploma. Level 3 2007-2010

- Banbury and Bicester College.Vocational Training. Course on food hygiene 2005-2006

- Oxford Spires Academy (Cowley, Oxfordshire) Post-Compulsory Secondary Education, A-Levels 2002-2004 (corresponding to our 1^o and 2^o Bachillerato):

- Banbury Academy (Oxford) - 1996-2001: Secondary Education (years 7-11) (corresponding to our ESO levels 1 & 2)

3. WORK EXPERIENCE

- The Cherwell restaurant on Banbury and Bicester College. On apprenticeship bases. Drinks and refreshments preparation. 6 months

- Holiday Inn Express. Bath. Front desk and clearing service. (June 2011- September 2012)

- The Queensberry hotel in Bath. Kitchen work. (Jan. 2013- April 2015)

4. SKILLS AND INTERESTS

- Languages: Spanish (intermediate level), French (beginners A1)

- Sports: Tennis

- Free time: Travelling, walking, organizing family and friends events.

b) Oral practice. In pairs, ask and answer about Jane Richardson

What's her name?

What's her surname?

What's her address?

What's her telephone number?

What's her e-mail address?

Where is she from?

What's her nationality?

When was she born?

Where was she born?

Did she do vocational training?

Does she have a diploma? If yes, what kind of diploma?

Is she working now?

Is she better at Spanish or French?

Mention one strength that she has.

c. Read this paragraph about Gerit and complete her curriculum:

My name is Gerit Ludwig. I live in Manchester, in the UK. I live in Anfield Road, number 8. I am German, and I was born in Dresden, former DDR on February 12th 1985. You can contact me on the following phone number 44-377.5859.04.61 /cell number 44-646.35.42.98/ email address gludwig74@gmail.com. I'm a care assistant, but I'm unemployed at the moment.

I did my Secondary Education in Marzahn Gymnasium (Dresden), (1997-2006). Then I went to a professional school in Berlin, SRH Hochschule, to take a course in senior care and I got my degree in 2010.

Before moving to England, I worked for six months in Málaga looking after a German elderly couple, and then I worked in "La Cartuja" hote, also in the South of Spain as a tour guide for groups of pensioners.

I can speak English fluently and I also drive cars and vans. I like music and drama. I'm good at multitasking and like dealing with old people.

1. PERSONAL DETAILS

Surname:

Name:

Address:

Contact telephone:

Contact cell phone:

Email:

Nationality:

Date of Birth:

Place of Birth:

Gender:

Occupation field:

2. EDUCATION

Primary Education:

Secondary education:

Courses:

3. WORK EXPERIENCE

4. SKILLS AND INTERESTS

- Languages: (advance / intermediate / beginners level)

- Sports:

- Free time:

- Others:

d. Complete your own curriculum:**1. PERSONAL DETAILS**

Surname:

Name:

Address:

Contact telephone:

Contact cell phone:

Email:

Nationality:

Date of Birth:

Place of Birth:

Gender:

Occupation field:

2. EDUCATION

Primary Education:

Secondary education:

Courses:

3. WORK EXPERIENCE**4. SKILLS AND INTERESTS**

- Languages: (advance / intermediate / beginners level)

- Sports:

- Free time:

e. EUROPASS CURRICULUM

The Europass CV is the unified curriculum vitae proposed by the European Union to facilitate the search for employment of workers in different countries of Europe format.



Check some Europass curriculum examples in this website:

<https://europass.cedefop.europa.eu/en/documents/curriculum-vitae>

Read the curriculum uploaded by Betty Smith and answer:

1. What's her name?
2. When was she born?
3. What job does she apply for?
4. Is she working at the moment?
5. Who is her present employer?
6. What does *internship* mean?
7. Did she work in team in Hungary?
8. Did she do training courses in Hungary?
9. Where did she do training courses?
10. What is e-learning? (explain in your words)
11. Is she better in German or in English?
12. Is she good at writing in English?
13. What is an NGO?
14. Which computer skills does she have?
15. What are her hobbies?
16. Can she drive?

WORKING IN LONDON.
Student tasks: formal letters

In the following pages you will find examples of formal letters. You have to complete the following tasks (you can do it in a group or pair work):

a. Could you tell which one is:

- i. A letter of complaint
- ii. A letter of enquiry/asking for information
- iii. A letter of apologize
- iv. A letter applying for a job
- v. A cover letter

b. Which common elements/words/expressions can you find in them all?

EXAMPLE 1



1 Old School Lane
Sheffield S1 7TG

01st June 2013

Beachside Apartments
Polkirt
Mevagissey
PL26 6LJ

Dear Mr. Green,

I am writing to complain about the service I have received from your company.

Last month I visited Cornwall with my family and booked one of your two-bedroom apartments. When we arrived at six o'clock in the evening on 17th May, our apartment was not ready and we had to wait in the car for an hour.

When we entered our apartment, we found that there was only one bedroom. The children had to sleep on the floor.

The next morning I went to reception to complain. The receptionist was very rude and informed us that there were no two-bedroom apartments free. We left your apartment and booked into a nearby hotel.

I am very dissatisfied with your service and I would like a full refund.

I look forward to hearing from you soon.

Yours sincerely
Anna Jansone
Anna Jansone

EXAMPLE 2



22 Brown Street
London
N22 5ZT

23rd May 2005

The Bank Manager
11 Tree Road
Sheffield
S22 7UK

Dear Sir/Madam

I am writing to apologize for not being able to attend the meeting on Wednesday 15th May.

I couldn't attend due to unexpected circumstances beyond my control. I sincerely apologize for this and hope that it did not cause you too much inconvenience.

I would like to know if it is possible to arrange another meeting in the near future.

I look forward to hearing from you.

Yours faithfully

John Green
John Green

EXAMPLE 3



22 Brown Street
London
N22 5ZT

23rd May 2015

The Director
The English School
12 Bridge Street
Leeds
L30 6NN

Dear Sir/Madam

I am writing to enquire about English Summer courses at your school.

I would be grateful if you could send me further details regarding courses in August. I would like to know the starting dates, details about different types of courses and how much they cost.

In addition, I would like to have further information about accommodation with host families.

I look forward to hearing from you

Yours faithfully,

Jane Smith
Jane Smith

EXAMPLE 4



6 Windmill Road
Bristol
BS2 6DP

2 May 2013

Mr. John Sorefoot
Human Resources Manager
Marcham Way
LONDON
WC2 9TP

Dear Mr. Sorefoot,

Fashion Shop Manager

Please find enclosed my completed application form for the above position.

As you will see from my form, I have ten years experience with Bates Retail as a Fashion Shop Manager.

I look forward to hearing from you and hope that you will be able to invite me for an interview. I can be contacted at any time by phone, fax or email at work or at home. I would very much welcome an opportunity to discuss my application in greater detail and convince you that I am the right person for the job.

Yours sincerely,

Frances Slimwaist

EXAMPLE 5



José Rodríguez García
C/ Pelayo, nº
28 3º C
33401, Avilés
Asturias, España

Tuesday 27th May, 2012

Walkersteel Ltd.,
23 Korat Street,
1 The Mall
Blackburn BB1 8MW
Blackburn
Lancashire BB1 1KW

Dear Sir or Madam,

I'm writing about the job you advertised in *The Telegraph* in which you are asking for a Sales representative for an immediate start in your Manchester branch.

As you will see from my CV, which I have sent with the letter, I have 12 years' experience in the field and am currently seeking work after a short break working abroad for a charity.

I would be grateful if after reading my CV you give it your consideration. I'm available for interview at your convenience if you are interested in my skills and experience.

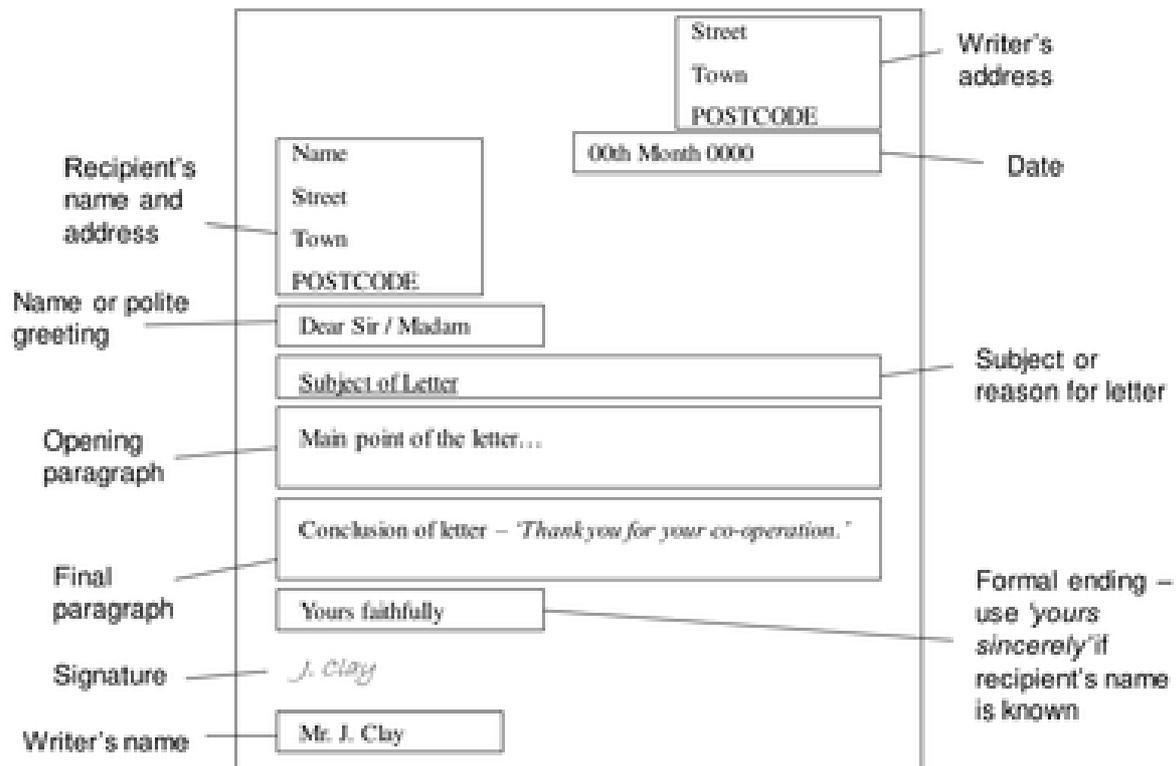
I look forward to hearing from you.

Yours faithfully,

Sarah Smith.

Now check the rules for writing formal letters as shown in the image and check your understanding.

Formal Letter Writing



UNIT 1. FINDING A JOB ABROAD. TEACHER'S INSTRUCTIONS

PART 1. JOB VOCABULARY. (90'-100')

a. What kind of job would you like to find? (45')

-Los alumnos deben emparejar los nombres de las profesiones con la descripción del trabajo. Pueden hacer uso del diccionario online. 20'

Students have to match each job with its description. They can make use of an online dictionary. 20'

-Se ponen en común las soluciones destacando alguna palabra nueva (look for, take care, buy...) 10'

Sharing of corrections and feedback while highlighting several new words (look for, take care, buy) 10'

-Tras la corrección, y siempre tomando como referencia el ejercicio que han resuelto, se introduce la EXPRESIÓN:

After the correction, we introduce the following construction to give definitions:

A _____ IS A PERSON WHO _____

EXPLICACIÓN DE LA TERCERA PERSONA SINGULAR DEL PRESENTE SIMPLE DE LOS VERBOS, A LA QUE AÑADIMOS UNA -S. 15'

b. You have to find a job in London using the Internet. 45'

- Los alumnos buscan de ofertas de empleo en la red utilizando las páginas mencionadas. Cada uno pone el perfil más adecuado para sí mismo.

Considering their own profiles, students search the net individually using the suggested websites to look for jobs they might be interested in.

- Comprensión de alguna de las ofertas y respuesta de las preguntas con la información sobre ese trabajo. 20'

They should concentrate on one of the offers and answer the questions about it given in their handouts. 20'

- Corrección grupal. 20'

Sharing of corrections and feedback. 20'

- Insistimos en vocabulario extraído de las ofertas de empleo revisadas como: 5'

We highlight some vocabulary that may have appeared in the job advertisements such as: 5'

Full time-part time
Temporary job
Apply for a job
Competitive salary/wages
Commission
Good team player

PART 2. JOB OFFERS (45')

-Los alumnos leen las tres ofertas de empleo y rellenan la tabla con la información que se solicita. 30'

Students read the three job offers and fill the chart with the information required.

-Puesta en común. 15'

Sharing of corrections and feedback

PART 3. JOB INTERVIEWS (80'-90')

-Los alumnos ven el primer video 2 veces. Nos fijamos en las expresiones que destacamos en negrita y explicamos su significado. 20'

Students watch the first video twice paying special attention to the highlighted words and structures. Listen and repeat 20'

-Vemos una parte del segundo video (min. 1:58-2:45) concentrándonos solo en las fortalezas. A continuación cada alumno añade a la lista más fortalezas relacionadas consigo mismos 20'.

Students watch an extract of the second video (min. 1:58-2:45) to concentrate on the strengths mentioned. After checking the meaning of them all, they add some more strength to the list that they may have. 20'.

-Trabajando en parejas, los alumnos preparan una entrevista similar a la del video 1 que incluya estas tres preguntas y sus respuestas. 20'

Working in pairs, and taking the first video as a model, students prepare an interview that includes the following questions and their answers.

a. Tell me about your strengths

- b. Are you good at languages?
- c. Why should we pick you over others?

- Representación oral 15'
- Oral exposition. 15'

UNIDAD 2.EUROPASS CURRICULUM AND FORMAL LETTERS.

TEACHER'S INSTRUCTIONS

PART 1.CURRICULUM VITAE. (65'-70')

a. Read the following curriculum:

-Los alumnos leen y comprenden los datos del currículum de Jane Richardson. Pueden utilizar un diccionario online. 15'

Students read and understand the information about Jane Richardson. They can use an online dictionary. 15'

b. Oral work

-Trabajo oral en parejas con preguntas y respuestas sobre el currículum de Jane Richardson. Se practican las preguntas dadas. 15'

Oral work in pairs. Ask and answer about Jane Smith 15'

Si el profesor lo considera, explicará las estructuras interrogativas WH- questions y YES/NO questions, así como las respuestas cortas.

c. Read this paragraph about Gerit and complete her curriculum:

- Los alumnos leen el currículum de Gerit y completan la información (15')

Learners read about Gerit and fill in the chart with the required information (15')

d. Complete your own curriculum:

- Los alumnos completan su curriculum en clase o en casa, como tarea individual. Students can complete their own curriculum vitae in class or for homework

e. Europass curriculum

- Revisamos la página web con los alumnos donde se incluyen los formatos para subir nuestros datos a la plataforma. A continuación trabajamos con el currículum de Betty Smith, donde intentan responder a las preguntas. (20')

Now we have a look at the website and explain how the platform Works in case they want to upload their own curriculum. Then they work on the example of Betty Smith and try to answer the comprehension questions. (20')

PART 2. FORMAL LETTERS (80-100)

a. Read the letter and match

-En grupos de 3 ó 4, se les pide a los alumnos que adivinen de qué va cada una de las 5 cartas formales de la unidad; o sea, cuáles a letter of application, a cover letter, a letter of complaint, a letter of apologize, a letter of enquiry. 5'

Students try to guess in groups of 3 or 4 what kind of formal letters they are Reading. There are five different examples. 10'

b. Which common elements/words/expressions can you find in them all?

-Los alumnos deben identificar elementos y estructuras comunes en todas las cartas. Deberían detectar como elementos comunes: dónde están escritas las direcciones del destinatario y del que la envía, fecha, palabras o expresiones determinadas, saludos, despedidas...20'

Learners should now identify common elements, words and structures in the different examples of formal letters. 20'

c. Now check the rules for writing formal letters

-Se revisan en el aula las reglas para escribir una carta formal y se les pide que escriban una como deberes presentando su solicitud para el trabajo que les interese (10'-30')

We check the rules for writing formal letters in class and ask them to write one asking for a job for homework. (10'-30')

. Si se considera oportuno, se trabajan vocabulario y estructuras gramaticales según el nivel de la clase. 20'

Example:

Letter of complaint....el pasado simple (los verbos regulares e irregulares que aparecen)

Letter of enquiry.....el uso de would

Letter or apologize.... Modales: can, could, be able to, arrange/attend