

Actividad 3: *Let's write a letter!*

PROPÓSITO

Se espera que los estudiantes conozcan la estructura general y el propósito de las cartas de recomendación. Lo aplicarán luego de entrevistar a un compañero y escribir una carta de recomendación para él. Además, la actividad permite identificar fortalezas y debilidades propias y ajenas como futuro postulante a algún trabajo.

OBJETIVOS DE APRENDIZAJE

OA 1 Comprender información central de textos orales y escritos en contextos relacionados con sus intereses e inquietudes, con el fin de conocer las maneras en que otras culturas abordan dichos contextos.

OA 4 Producir y comprender con fluidez textos orales y escritos breves y claros en situaciones comunicativas que involucren otras visiones de mundo y la propia, con el fin de interactuar y tomar conciencia de su propia identidad.

ACTITUDES

- Pensar con perseverancia y proactividad para encontrar soluciones innovadoras a los problemas.

DURACIÓN

4 horas pedagógicas

DESARROLLO

Análisis de cartas de recomendación

- El docente verifica las ideas previas de los jóvenes con respecto a una carta de recomendación, su utilidad, propósito y estructura. Les puede preguntar:
 - What is a letter of recommendation? What information does it contain?*
 - What is its purpose?*
 - Why is it useful?*

Cuando ellos entregan sus respuestas, las escribe en la pizarra.

- Destaca las ideas más relevantes y promueve que discutan—en inglés— sobre sus actuales expectativas laborales.

- Les entrega dos modelos de carta de recomendación para que las lean y les da instrucciones: *Read the two letters of recommendation that follow and identify the main parts of each. Then, do the following activities:*
 - Identify the introduction, body and conclusion of each letter.*
 - What is the purpose of the letter? Explain.*

Después les pide que revisen la rúbrica de evaluación para que, al redactar una carta, consideren criterios como su estructura, contenido y extensión, entre otros.

Conexión Interdisciplinaria

Lengua y Literatura

OA6

Producir textos (orales, escritos, audiovisuales) coherentes y cohesionados para comunicar sus análisis e interpretaciones de textos, desarrollando posturas sobre temas, explorar creativamente con el lenguaje, entre otros propósitos.

Sample letter 1

4th November 2018

Dear Mr. Johnson,

I have the pleasure of recommending Jessica Green for the position of Junior editor at We love books publishing house.

*I taught Jessica in her 11th grade English class at Abraham Lincoln High School. From the first day of class, Jessica impressed me with her hard work, her **sensitivity** to literature, her passion for reading and writing, and her ability to produce the most creative work.*

*Jessica is also an enthusiastic participant in activities both in and out of the classroom and has excellent **leadership** skills which make her organize and coordinate group work in a **successful** manner. However, she is never **bossy** as she always respects others' opinions even when they differ from her own which shows her caring and receptive nature.*

*During her free time, Jessica is dedicated to her literary **pursuits**, especially to poetry. She publishes her poetry in our school's literary magazine, and also in online magazines.*

*I am certain that Jessica is going to continue to do great and creative things in her future. I highly recommend her for admission to your Editorial. She is caring, talented, dedicated, and focused in her goals. Jessica consistently **seeks out** constructive feedback, so she can improve her writing skills, which is an unusual and impressive quality in a high school student. I fully recommend Jessica for your editorial.*

Please feel free to contact me if you have any questions at msjones@gmail.com.

Sincerely,

Ms. Jones

English Teacher

Abraham Lincoln High School

Glossary:

- ✓ **Sensitivity:** an ability to understand what other people need and be helpful and kind to them.
- ✓ **Leadership:** the set of characteristics that make a good leader.
- ✓ **Successful:** achieving the results wanted or hoped for.
- ✓ **Bossy:** controlling; someone giving too many orders.
- ✓ **Pursuits:** activities.
- ✓ **To seek out:** to search.

Sample letter 2

18th August 2018

To whom it may concern,

I have pleasure in providing the reference for Susan Bright, former employee of our company. She has worked here for three years, originally being employed on a temporary basis **to comply with** the job of organising and updating databases.

The job required careful and meticulous attention to detail and could become tedious. However, Susan always worked enthusiastically, **diligently** and efficiently and, as a result, the Company decided to hire her on a permanent basis, and she began reporting directly to me.

Susan works very well on her own and does not need to be constantly supervised due to her responsibility and **commitment** to the job.

Additional requirements to the job included reporting to the sales staff, handling phone calls and letter inquiries from customers and training two new **staff** members to manage the database about the **stock** of the company which she did in very short time and quite successfully.

I have been very impressed with her initiative and skills in identifying problems and suggesting ways to overcome them by proposing realistic, creative and **achievable** solutions. Moreover, Susan works well in teams with highly motivating spirit and listens to other people with respect which makes her an excellent positive leader.

Susan is ready for new challenges and that is why I believe she would be a very suitable candidate for the position of Engineering Manager. Although she does not speak English fluently, Susan has a good **grasp** of the language and is meticulously studious, not only by studying English in a formal way but also by practicing at home, watching movies and listening to songs. There is no doubt that, with this effort and by going to your branch office in London, she will become almost completely fluent in the language.

I trust that the information I have provided in this letter is useful to you. If you have any other questions, I would be happy to answer them.

Yours sincerely,

Jane Sotheby,

Corporate manager Systems and Co.

Glossary:

- ✓ **To comply with:** to meet requirements.
 - ✓ **Diligently:** in a way that is careful and uses a lot of effort.
 - ✓ **Commitment:** dedication, engagement.
 - ✓ **Staff:** personnel.
 - ✓ **Stock:** supply.
 - ✓ **Achievable:** possible to do.
 - ✓ **Grasp:** understanding
- A continuación, el docente les da un nuevo ejemplo de carta y aclara que su autora es de la misma generación que la de ellos: *Here you will find one last example of a letter of recommendation about someone as young as you are. As you see, you must not necessarily be an adult in the business world in order to recommend or be recommended by someone.*

27th August 2019

Dear Ms. Brown,

I am very happy to write this letter of recommendation for my friend, Lindsey Doe. I have known Lindsey for about two years, and she has worked as a babysitter for different families of our school.

Her love for children, her responsibility and her enthusiasm make her always be people's first choice when it comes to child care. I have observed her work and children seem genuinely motivated when they spend time with her as they laugh with her games and are entertained by her reading of stories. She knows, however, when it is time to stop and put children to bed as she is very aware of the need for children to have strict schedules and long sleeping hours. If the parents arrive home late, the children are always in bed, asleep and at all times she makes sure they are clean, safe, and fed. People trust Lindsey also because she is always on time and she keeps the house clean and orderly.

Lindsey is a serious-minded and intelligent young woman, but she is also a very pleasant person. She has a quick laugh and a ready smile. She can maintain a conversation with adults and has a winning personality. I give her my highest recommendation. If you have further questions, please call me at 555-5555.

*Yours sincerely,
Christine Thomas*

- Los estudiantes responden las interrogantes previas a la lectura, recuerdan los puntos fundamentales de una carta de recomendación y las frases de uso frecuente más utilizadas.

Procedimientos para escribir una carta de recomendación

- El profesor entrega algunas ideas generales sobre cómo escribir y los orienta sobre el tipo de estructura o frases útiles.

General guidelines for writing letters of recommendation:

Recommendation letters must immediately get to the point. In the first paragraph, specify that the purpose is to recommend the person for the specific job he/she wants to apply for. Then, mention what qualifies him/her for that job. You must talk about the person's virtues or accomplishments but also focus on facts. (However, more objective information such as work experience will obviously depend on the age of the candidate so when the candidate is younger, mention more observable personal characteristics while at school.) Finally, you should say that you strongly recommend the candidate by summarizing the main points mentioned.

Structure and useful phrases

Introduction:

- *Dear Sir/ Madam*
- *To whom it may concern (both are used when you do not know the name of the recipient)*
- *Dear Miss/ Mrs, Mr. Brown (use Ms. to be respectful to a woman whose marital state you do not know)*
- *Yours faithfully*
- *Yours sincerely, Yours truly*

Body:

- *I am honored to support him/her as a candidate.../I am pleased to provide a reference for... /I am happy to recommend.../I can offer only the highest recommendation for.../I first became acquainted with.../He/She worked directly under my supervision for... years/*
- *He/She was a student in three of my classes / He/She was employed by us....*
- *I have known him/her since/ I have known him/her for months*
- *Based on my knowledge of him/her, I would rank him/her as one of the best employers/ students we ever had...*
- *He/She is a creative problem-solver/ always cheerful and dependable/ always met his/her deadlines/ always behaves professionally / completely loyal and trustworthy /deals well with customers and co-workers*
- *He/She has demonstrated particular strengths in /completes tasks on time / gets along well with others / is innovative and creative/ is a tireless worker/ is easy to work with/ remains calm under pressure/ pays close attention to detail / reliable, punctual and hardworking / self-motivated / wide-range knowledge of/ willing to go beyond what is required / works efficiently and effectively/ does not need close supervision.*

Conclusions:

- *Has always proved satisfactory*
- *Has my highest recommendation*
- *Have admiration and respect for*
- *If you need additional information*
- *If you would like more information*
- *If you have any questions*
- *I firmly believe in his/her exceptional capabilities for...and strongly recommend him/her for*
- *I highly recommend him/her without any reservations*

Revisión del uso de conectores*Connecting my ideas*

- Esta actividad apoya un aspecto estructural para que expresen sus ideas y opiniones con fluidez y exactitud.
- Ellos revisan el uso de diferentes conectores para elaborar frases dentro de un texto y realizan diversos ejercicios para entenderlo. El docente explica que deben relacionar el propósito comunicativo con los conectores adecuados:

Different types of sentence-building connectors.

Connectors are words or expressions that are used to put ideas together in order to create longer sentences.

- a. *Match the different ideas (1 – 6) with the correct set of expressions (a – h). There is an example at the beginning (0).*

0. *Addition... b ...*

1. *Contrast ...*

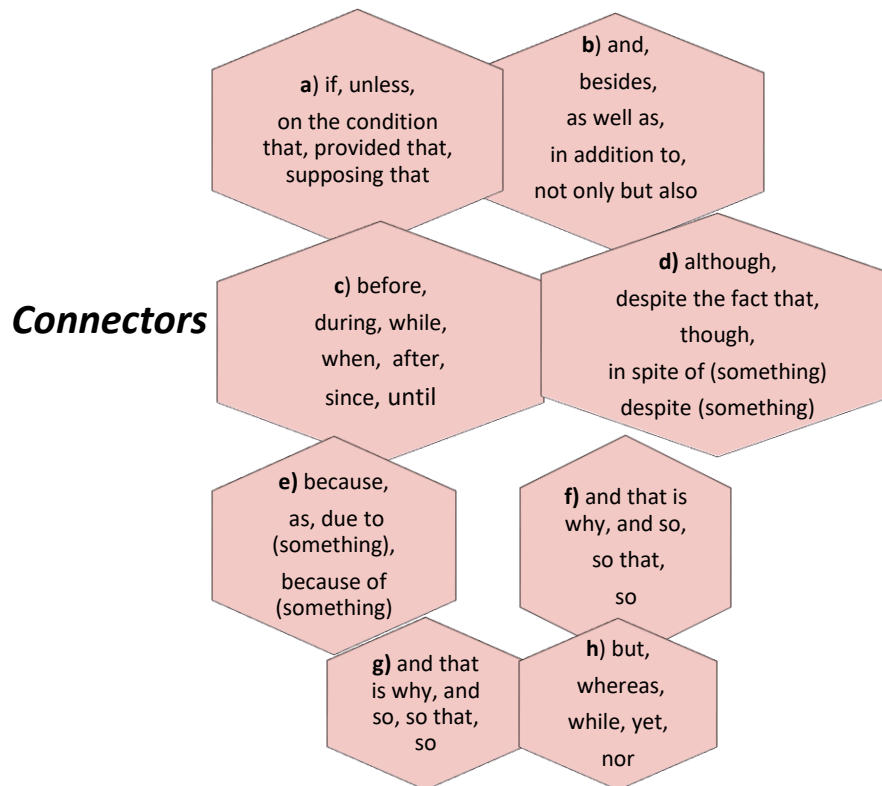
2. *Time ...*

3. *Condition ...*

4. *Reason ...*

5. *Concession ...*

6. *Result ...*



b. Complete the sentences using a suitable connector. More than one answer is possible. There are two examples at the beginning.

Because . . . he likes how it tastes, he usually buys sushi.

Although . . . he likes sushi, he ordered pizza.

1. he was very hungry, he decided to order a burger, a chocolate ice cream and soda.
2. pasta, he also had some pizza.
3. he was a vegetarian; he might've ordered pasta with tomato sauce.
4. he ordered his pizza, he waited for it to be delivered.
5. he asked for juice, the shop didn't deliver any.
6. he ate too much, he had a stomachache.
7. eating too much, he had a stomachache.
8. he hadn't eaten so much pizza, he wouldn't have felt so bad.
9. he had ridden his bike, he felt much better.
10. yesterday he felt good, today he feels ill.

Escribiendo una carta de recomendación

Después de entregarles el modelo de carta y las frases útiles, el docente les pide que escriban una carta de recomendación, considerando que:

- a. La carta debe contar con 150 a 200 palabras.
- b. Deben entrevistar a un compañero y preguntarle cuáles cree que son sus fortalezas y debilidades y qué tipo de trabajo sería el adecuado para él o ella en el extranjero, en términos de talento y de motivación.
- c. Los entrevistados deben mencionar alguna experiencia laboral previa, remunerada o no, que demuestre sus habilidades para ese trabajo deseado.
- d. El profesor les da algunas ideas:

Writing a letter of recommendation

- *Interview the partner sitting next to you and ask about the person's:*
 - *strengths and weaknesses*
 - *ideal job based on interests and capabilities.*
 - *Take notes.*
 - *Now, using this information, let us begin to write the letter.*
- e. Cuentan con las siguientes instrucciones:
 - *Your friend applies for a job or for a chance to study at a university abroad.*
 - *Your friend gives your name as one of his or her references, which means that:*
 - *you must tell the company or university where your friend wants to work or study.*
 - *you must also tell them what your friend is like professionally, socially and personally.*
 - f. El docente les recuerda el propósito de la actividad: *It is important to write an effective letter in which you 'sell' your friend and in that way he/ she will get a new job or the chance to study somewhere new.*
 - g. Los estudiantes redactan su carta con la mediación del docente.
 - h. Luego intercambian sus trabajos para retroalimentarse en parejas antes de la entrega final. Tras esto, mejoran su carta y entregan la copia final al profesor para que las evalúe.
 - i. Finalmente, éste entrega su retroalimentación a cada alumno de acuerdo con los criterios establecidos previamente.

Orientaciones para el docente

Se sugiere los siguientes indicadores para evaluar formativamente los aprendizajes:

- Relacionan ideas con los conectores adecuados.
- Escriben con un propósito definido, usando los conectores correspondientes.

RECURSOS Y SITIOS WEB

- <https://www.curriculumnacional.cl/link/https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/A%20job%20interview%20-%20Video.mp4>

Canal de YouTube del British Council:

- <https://www.curriculumnacional.cl/link/https://www.youtube.com/watch?v=NRiaznQevTA>

Canal de YouTube de la BBC:

- <https://www.curriculumnacional.cl/link/https://www.youtube.com/watch?v=D7cYhKwG1lo>

REVISIÓN DE TIEMPOS VERBALES

<https://www.curriculumnacional.cl/link/http://the-language-corner.com/news/english-tenses-12-tense-review/>

<https://www.curriculumnacional.cl/link/https://learnenglish.britishcouncil.org/english-grammar/verbs>