



**Universidad
de Huelva**

Facultad de Humanidades

DOBLE GRADO ESTUDIOS INGLESES Y FILOLOGÍA HISPÁNICA

TRABAJO FIN DE GRADO

**El desarrollo de la competencia sociolingüística en la
enseñanza del español y el inglés como segunda lengua: dos
propuestas didácticas**

**The Development of Sociolinguistic Competence in Spanish
and English as Second Languages: two Lesson Plans**

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RESUMEN

El presente trabajo versa sobre la competencia comunicativa, centrándose en el desarrollo de la competencia sociolingüística en la enseñanza del español e inglés como segundas lenguas, con el objetivo de proponer dos unidades didácticas mediante el enfoque por tareas. En primer lugar, se estudiará cómo han enfocado la competencia sociolingüística distintos autores como Ranney, Hymes y Canale. Posteriormente, se hará un recorrido por los métodos de enseñanza de lenguas, desde el Método Gramática-Traducción hasta el enfoque por tareas, demostrando así el interés general por la competencia comunicativa en los últimos tiempos. Por último, se elaboran dos unidades didácticas cuyos objetivos están relacionados con la competencia sociolingüística.

PALABRAS CLAVE competencia comunicativa, competencia sociolingüística, Enfoque por Tareas.

ABSTRACT

This paper is focused on the communicative competence, but especially on the development of the sociolinguistic competence in the Teaching of English and Spanish as second languages. The goal is to propose two task-based language lesson plans whose objectives have to do with a sociolinguistic element. Firstly, I will gather information about some authors' contributions to the study of sociolinguistic competence (like Ranney, Haymes and Canale, among others). Secondly, I will give account of the development of the main second language teaching methods – from the Grammar-Translation method to the Task-based Approach- and how they have approached the notion of communicative competence. Finally, I will elaborate two lesson plans whose objectives are related to the sociolinguistic competence.

KEYWORDS communicative competence, sociolinguistic competence, Task-based Approach.

1. INTRODUCCIÓN / INTRODUCTION

For many centuries, the process of teaching a foreign language has been related to grammar knowledge and, although extra-linguistic factors improve the learning, they have been put aside. This idea is directly influenced by the classical languages Latin and Greek, whose learning is based on grammar and translation (Sánchez Lobato and Gargallo 2004: 671). The main controversial issue in language teaching is the importance of grammar. The question is which is more important, form or function? In this work, it is going to be defended the idea that sociolinguistic aspects are as important as linguistic aspects. In fact, Pragmatics, Sociolinguistics and Linguistics have something in common, since they are components of communicative competence in the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR).

In the 1970s, many works about communicative competence started to be published (*The teaching of English as Communication*, Widdowson; *The threshold Level*, Van Ek; *Notional Syllabuses*, D. A. Wilkins; among others). This competence integrates many disciplines -anthropology and sociolinguistics, among others- that are concerned with language in social and cultural context and will originate a new conception of language and teaching (Sánchez Lobato and Gargallo 2004: 449). According to Dell Hymes, communicative competence is comprised of four dimensions: linguistic competence, feasibility, adequacy and acceptability (Llobera 1995: 13). In this way, it provides learners with the capacity of communicating effectively in an academic, in professional and in technical environment.

The lesson plans proposed in this paper are focused on the communicative competence and it follows a communicative approach that is known as Task-based Language Learning. It consists of the use of tasks as the main instruments to plan language learning. These activities are related to the real and natural communicative language use instead of just theoretical grammar (Richards and Rodgers 2003: 219). In this case, the goal of both lesson plans is the choice of greetings in accordance with the social context. The main task for the students of Spanish will be writing a covering letter that help them find a job. The students of English will have to write a formal email to a travel agency to book a travel with the destination that they prefer. Therefore, their practice will be mainly focused on Writing, although other language skills (Reading, Listening and Speaking) also have to be worked.

2. OBJETIVOS Y METODOLOGÍA/OBJECTIVES AND METHODOLOGY

Los objetivos planteados a lo largo de este trabajo son los siguientes:

- Determinar qué se entiende por competencia sociolingüística y la relación que tiene con otras competencias de la lengua, como la gramatical o la sociocultural, así como su papel en la enseñanza de segundas lenguas.
- Repasar los métodos que consideran relevante la competencia comunicativa para la enseñanza y aprendizaje de segundas lenguas.
- Hacer dos Unidades Didácticas (UD) de contenido sociolingüístico, una dirigida a estudiantes de español y otra a estudiantes de inglés.

Aunque las actividades propuestas son propias, para la realización de las unidades didácticas se han revisado los siguientes manuales que sirven como modelo:

- Unidad didáctica español como segunda lengua:
 - a. Gemma Garrido, Javier Llano y Simone Nascimento. *Conexion plus español para profesionales*: actividad 1, 4 y 5.
 - b. Lluch Andrés, Antoni. *Enfoque por tareas propuestas didácticas*: actividad 2 y 3.
 - c. Moreno García, C. *Materiales, estrategias y recursos para la enseñanza del español como 2/L*: tarea final.
- Unidad didáctica de inglés como segunda lengua:
 - a. Andrew Littlejohn. *Company to Company a Task-based Approach to Business Emails, Letters and Faxes*: task 1 and task 2.
 - b. Roy Norris and Amanda French. *Ready for Advanced*: task 3
 - c. Clive Oxenden and Christina Latham-Koenig. *New English File (intermediate)*: task 4, task 5 and final task.

3. ESTADO DE LA CUESTIÓN Y MARCO TEÓRICO / THEORETICAL FRAMEWORK

Firstly, some definitions of sociolinguistics are going to be dealt in this theoretical framework. According to the *Diccionario de Lingüística Moderna*, sociolinguistics is a recent discipline that studies the relationship between language, the individuals and social groups. It is a dimension of communicative competence. Ranney defines sociolinguistic competence as the 'ability to perform various speech acts, the ability to manage conversational turns and topics, sensitivity to variation in register and politeness, and an understanding of how these aspects of language vary according to social roles and settings' (1992: 25). Other studies on language testing and teaching suggest that sociolinguistic competence is related to the correct use of language registers (see Allen et Al. 1983; Bachman and Palmer 1982 in Bachman 1990: 86).

The *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR), our work of reference, divides the learner's competences into general and communicative. Sociolinguistic competence is included in the latter and is defined as 'the knowledge and skills required to deal with the social dimension of language use' (Consejo de Europa, 2001: 118). For example: linguistic markers of social relations; politeness conventions; expressions of folk-wisdom; register differences; and dialect and accent. Since the CEFR includes sociolinguistic competence into communicative competences, it is necessary to discuss the importance of communicative competence in these recent years.

The most recent methods in foreign language teaching are focused on students and the communicative competence rather than on the theoretical grammar. According to Canale, communicative competence is 'the underlying systems of knowledge and skill required for communication (e.g. knowledge of vocabulary and skill in using the sociolinguistic conventions for a given language)' (Canale 1983: 5). S. Pit Corder (cited by Sánchez Lobato and Gargallo 2004: 87) insists on the idea of the correlation between theoretical grammar and functional skills of students in order to get better results in language teaching. Hymes (1971), who reacted against the paradigm of theoretical linguistics, proposes that the communicative competence is the set of abilities and knowledge that lets the speakers interact taking into account linguistic rules. Canale (1980: 2) points out the difference between grammatical and communicative approaches

to second language teaching: the former 'is organized on the basis of linguistics (i. e. phonological forms, syntactic patterns, lexical forms) and emphasizes the ways in which these forms may be combined to form grammatical sentences' and the latter puts emphasis on how these grammatical forms are used in order to express communicative functions such as apologizing, inviting or promising. Consequently, there is no confusion between the terms *form* and *function*. Although the lesson plans proposed in this paper are focused on sociolinguistic competence, it also teaches grammatical items that learners need to know in order to express communicative functions -describing, promising, inviting, apologizing- appropriately.

There is not an agreement among researchers when dealing with the components of communicative competence, since some of them consider that grammatical competence should be a part of communicative competence and other authors maintain that both competences are independent from each other (Canale and Swain 1980: 5). As reported in Canale and Swain (1980: 5), Hymes (1972) claims that 'there are rules of grammar that would be useless without rules of language use' at the same time than 'there are rules of language use that would be useless without rules of grammar' and Munby (1978) states that grammatical competence is not an indispensable part of communicative competence. In this context, it is appropriate to discuss the terms *competence* and *performance* introduced by Chomsky in 1965. As reported in Canale and Swain (1980: 3), Chomsky (1965) claims that *competence* has to do with the 'grammar that an ideal native speaker of a given language has internalized' while *performance* is related to 'the psychological factors that are involved in the perception and production of the speech'. Hymes (1972, cited by Canale and Swain 1980: 4) suggests the substitution of the term *competence* for *communicative competence*, a far reaching notion which refers to grammatical '-rules of grammar'- and sociolinguistic competence '-rules of language in use'- . Canale and Swain's (1980, cited by Bachman 1990:85) framework of communicative competence is more exhaustive. As reported in Bachman 1990: 85, Canale and Swain distinguish 'grammatical competence', which includes lexis, morphology, sentence- grammar semantics, and phonology, from 'sociolinguistic competence', that is defined as 'the extent to which are produced appropriately in different contexts depending on contextual factors'. Currently, the CEFR takes a similar approach when describing communicative competence, that includes linguistic -lexical, grammatical, semantic, phonological, orthographic and orthoepic competence- sociolinguistic and pragmatic competences.

Sociocultural competence is related to communicative competence as well as sociolinguistic competence, that is why it is very relevant to state the differences between them. According to *Diccionario de términos clave de ELE*, there are authors who consider that sociocultural competence is a component of communicative competences. Our work of reference, the CEFR, includes sociocultural competence into general competences, while sociolinguistic competence is a communicative one. Whereas sociolinguistics is language in social use, sociocultural competence is the 'knowledge of the society and culture of the community or communities in which a language is spoken' (Consejo de Europa 2001: 111), such as everyday living, living conditions, values, body language, social conventions and ritual behavior. However, communication depends on the knowledge of the world -in other words, terminology to describe the universe- and the target language (Consejo de Europa, 2001: 110). The notion of 'culture' varies depending on communication, social values, beliefs and behaviours (Bayyurt 2013: 72). Bates and Plog (1991: 7, cited by Bayyurt 2013: 72) claim that, from an anthropological point of view, *culture* is a static system of shared ideas and traditions transmitted from generation to generation. However, from a sociolinguistic perspective, culture is a dynamic system in accordance with new experiences acquired when learning a second language (Baker 2009; Corbett 2003 cited by Bayyurt 2013: 72). So, the concept of culture changes. It has been taken for granted that if students are aware of the second language culture, they will learn the target language in a more efficient way.

Second language learning has a long tradition full of changes and methodological adaptations. The study of approaches and methods in language teaching provides lectures with a vision of the evolution of language teaching. Before dealing with all the approaches and methods in detail, these concepts are going to be distinguished from each other. While the concept of *approach* refers to the principles and the nature of language teaching and learning, *method* has to do with the language materials and procedures based on the approach so as to put the theory into practice. So, there can be many methods in a particular approach (Sánchez Lobato and Gargallo 2004: 666).

In the beginning, teaching methods did not consider the communicative competence as a relevant factor for language learning. It is not until the 1980s when the teaching methods saw the need to focus on communicative proficiency rather than on structures. The Grammar-Translation Method (1840-1940) had a theoretical linguistic approach, but

it had nothing to do with communication and it does not focus on spontaneous speech (Richards and Rodgers 2003: 15). The Direct Method (early twentieth century) meant a step forwards in communicative competence, because it proposed the use of the target language as a means of communication in the language classroom and the communicative competence was organized by means of questions and answers between professors and students (Richards and Rodgers 2003: 21). The Audio-lingual Method also deals with the oral practice, but instead of producing spontaneous speech, it consisted of repeating artificial structures (Richards and Rodgers 2003: 65).

In the 70s, it takes place a renewal of language teaching methods oriented towards the communicative competence (Sánchez Lobato and Gargallo 2004: 689). Since the main function of language is the interaction, British linguistics considered the fact that language teaching needs to be focused on the communicative competence rather than on linguistic structures, because meaning is more important than form (Richards and Rodgers 2003: 153). In 1971, D. A. Wilkins proposes the following approaches –not methods-, establishing the interdependence between language and communication (Sánchez Lobato and Gargallo 2003: 692). On the one hand, the Notional approach (semantic and grammatical features) refers to the concepts that speakers express by means of language, such as time, quantity, location, frequency or sequence. On the other hand, the functional approach (pragmatic features) refers to the communicative functions when using language -to ask for something, to inform or to complain-.

Other programs are *Process Syllabus* (1980, Lancaster University), *Natural Approach* (1980, EEUU), *Procedural Syllabus* (1979, India) and *Task-based Language Teaching*. It must be taken into account that they are neither approaches nor methods, but proposals. *Task-based Language Teaching* (1990) is the most innovative communicative proposal and the lesson plans of this paper will be based on this proposal. It explains how the different activities should be put into practice and it incorporates sociocultural elements into the process of teaching a language (Sánchez Lobato and Gargallo 2003: 703). The main representative of this program is David Nunan, who defines the communicative task as ‘a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form’ (Nunan 1989: 10). According to him, tasks should be motivating and close to students’ life; they have to promote students’ autonomy at the

same time that they apply cooperative learning in the classroom; finally, they have to teach the four important skills in language learning: reading, writing, listening and speaking (Sánchez Lobato and Gargallo 2003: 704). Regarding the lesson design, *Task-based Language Teaching* integrates four parts into a lesson plan: objectives, content, methodology and evaluation.

As it has been noticed, foreign language teaching has been constantly changing in the last decades. The first teaching methods, as it has been pointed out, focused on contents and syllabus were the objectives. But later, second-language teaching methods started to pay more attention to the way in which activities and communication are developed in the classroom.

4. UNIDADES DIDÁCTICAS / LESSON PLANS

4.1. OBJETIVOS / OBJECTIVES

The objectives for the lesson plans have been determined in accordance with the students' preferences. The main objective is to identify the correct use of greetings according to the address forms -frozen, formal, informal, familiar and peremptory- in a communicative situation. Students face up to the Spanish and English social reality, with special customs and norms that differ from their own culture. The development of the communicative competence is understood as a part of the knowledge of Spanish and English culture. Thus, learners will be aware of the fact that appropriateness of a speech act is measured in terms of sociocultural norms. In each lesson plan, the specific objectives to reach the goal will be stated.

4.2. UNIDAD DIDÁCTICA ESPAÑOL COMO SEGUNDA LENGUA / SPANISH AS A SECOND LANGUAGE LESSON PLAN

4.2.1. NECESIDADES / NEEDS

Learners needs analysis is a highly useful procedure to determine the lesson plan. The students are German teenagers between sixteen and seventeen years old. So, group work is very beneficial for them because it would increase their motivation. They all live in the target language country -Spain- and the context of the course is a cultural immersion. The main reasons why they have to learn a new language are to develop their communicative competence and to increase their possibilities of finding a job in Spain and United Kingdom in the future.

According to the CEFR their level corresponds to B1. Characteristics that define a student who gets B1 level are: 'can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. (Consejo de Europa 2001: 24).

4.2.2. OBJETIVOS ESPECÍFICOS / SPECIFIC OBJECTIVES

1. To teach the semantic field that has to do with jobs and professions related to economics.
2. To learn the academic steps in Spain to become a professional and different kinds of positions.
3. To read a covering letter and to identify the linguistic items and the organization (parts of the letter).
4. By means of a gapped text, the student has to decide which form is more appropriate in accordance with the social context.
5. To receive some advices and suggestions before writing a covering letter.
6. To do a *role play* interview for a job.

4.2.3. CONTENIDOS / CONTENTS

- **Skills:** comprensión lectora, expresión escrita, comprensión auditiva, expresión oral.

Reading	Listening	Speaking	Writing
To determine the structure of a CV and to identify linguistic items from a text.	Advices and suggestions to prepare a covering letter for a staff recruitment.	-To talk about job and professions. -The covering letter oral presentation. -To give opinions.	To define academic achievements in Spain and to write the covering letter.

- **The learner's competences:**
 - Competencias generales: conocimiento declarativo (conocimiento del mundo, conocimiento sociocultural, consciencia intercultural).
 - Competencias comunicativas: competencia lingüística (competencia léxica, competencia grammatical, competencia ortográfica), competencia sociolingüística (marcadores lingüísticos de relaciones sociales, diferencias de registros), competencias pragmáticas (competencia discursiva, competencia funcional).

Linguistic elements	Sociolinguistic elements
<ul style="list-style-type: none"> -Discourse markers (structuring). -Adverb clauses of purpose. -Punctuation (colon). -Abbreviations: <i>Sr.</i> and <i>Sra.</i> -Present perfect: '<i>he estudiado...</i>' -Adverbs that modify adjectives. -Noun gender (professions) -Lexical competence: qualifying adjectives to describe job skills; jobs, charges ('<i>sustituto...</i>'), place of work ('<i>departamento de...</i>'); fixed frames to greet ('<i>Estimado...</i>'). 	<ul style="list-style-type: none"> -Spanish courtesy (pronouns). -Choice of greeting when starting the covering letter. -Register differences (formal and informal). <ul style="list-style-type: none"> • Formal email expressions: <i>estimado señor, me dirijo a usted para, le escribo en referencia a, atentamente, espero tener noticias de usted pronto, le saluda atentamente.</i>

4.2.4. METODOLOGÍA / METHODOLOGY

The methodology is the theory that explains how activities will be developed in the classroom. In this case, it follows the *Task-based Language Teaching*. Learners have to prepare a final task that consists of preparing a covering letter for a staff recruitment and selection procedure.

4.2.5. ACTIVIDADES / ACTIVITIES



Tarea final:

Preparar una carta de presentación para un proceso de selección de personal en una empresa

DESTINATARIOS Nivel intermedio, B1

TIEMPO Se puede llevar a cabo en tres o cuatro sesiones de una hora y media. La unidad consta de seis tareas intermedias que llevan a la tarea final, la cual se realizará en la última sesión.

ACTIVIDAD 1

- a. **Lee el currículum de este profesional. En parejas, comenta con tu compañero a que trabajos podría aspirar Julia y redacta una lista, quizás los dibujos puedan ayudarte. Después, relaciona su perfil con el anuncio de trabajo que se propone. ¿Pensáis que Julia cumple todos los requisitos?**

Julia Martín García

Información personal

Fecha de nacimiento: 09/11/1990

Estado civil: soltera

Domicilio: Avenida Montepíncipe, 2, 4ªA 21005
Valencia

Información académica

Graduada en Administración y Dirección de
Empresas, Universidad de Barcelona, 2013

Máster Universitario en Comercio Exterior

Curso de Finanzas

Experiencia laboral

Estudiante en prácticas para la Caixa, en Atlántida
Multimedia

Diseñador multimedia en PSITEL

Ilustrador en Bike Madrid

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juliagar@hotmail.com

POSIBLES TRABAJOS



Coordinador de Marketing

Buscamos un profesional con conocimientos en tendencias de mercado. Experiencia en organización de eventos, campañas publicitarias y promociones. Capacidad para trabajar en equipo y dominio del inglés.

Comercio exterior

Buscamos graduados en Administración y Dirección de Empresas. Experiencia en ventas y comercio. Capacidad de trabajo en trabajo en grupo.

b. De mayor quiero ser...

Relaciona las palabras y las definiciones.

Administrador de fincas	Planifica el trabajo de un grupo de vendedores
Agente de seguros	Mantiene el correcto funcionamiento de las oficinas
Asesor financiero	Lleva la contabilidad de las empresas
Administrativo	Ayuda a promover y dar a conocer productos y servicios
Contable	Gestiona los aspectos relativos a terrenos y edificios
Director de marketing	Da consejos sobre productos y sistemas de todo el mercado
Director de recursos humanos	Vende seguros y establece las condiciones relativas a su venta
Jefe de ventas	Ayuda a las empresas a contratar a las personas más adecuadas

ACTIVIDAD 2

- a. Para realizar una carta de presentación, el aspirante debe explicar su trayectoria estudiantil (estudios universitarios, idiomas...), ¿conoces todos los pasos que se siguen en España? Para conocerlos, lee los siguientes textos dialogados de varios estudiantes españoles:

‘Estoy muy satisfecha de haber cursado el **máster** en comercio internacional después del grado universitario, ya que gracias a eso he podido empezar un programa de doctorado’

‘Cuando terminé mis estudios en el instituto, puesto que no sabía qué carrera universitaria estudiar y me urgía empezar a trabajar en una profesión determinada, realicé un **ciclo formativo** de grado superior de Economía y Administración de Empresas. Siempre habrá tiempo de estudiar después una carrera universitaria’.

‘Decidí hacer un **grado universitario** porque quería adquirir mayor formación y aspirar a un puesto de trabajo alto’

‘Gracias a que tengo el **certificado b2 de español** he tenido la oportunidad de trabajar en una universidad española este año’.

- b. A partir de la lectura anterior, explica qué son y a qué te dan acceso los siguientes méritos académicos: **formación profesional, grado universitario, máster universitario, certificado de idiomas**. Además, piensa en otros que conozcas y averigua a qué equivalen en España.

Por ejemplo: ‘... es un título que se recibe después de/tras haber estudiado/realizado ... durante...’

c. **Uniendo con flechas, relaciona cada oferta de trabajo con la posición que se ocuparía.**

'Sin duda, mi estancia en esta empresa me ayudará a mejorar mi experiencia y a encontrar trabajo cuando termine la universidad'

ayudante

'Tras cinco meses de baja maternal, María se incorpora a la empresa la próxima semana, por lo que su trabajo ha terminado'.

Estudiante en prácticas

'Mi sueldo es bastante bajo ya que todavía no tengo un contrato fijo'

sustituto

ACTIVIDAD 3

a. **En la redacción de una carta de presentación es frecuente el uso de fórmulas y estructuras fijas para dirigirse a alguien. En parejas, subraya aquellas que encuentres en la siguiente carta escrita por Manuel y elige entre las siguientes aquellas que tengan un significado similar y adecuado a ese contexto.**

Le escribo en referencia a / con relación a...

Apreciada Sra. (apellido):

Le escribo para pedir información sobre...

Le agradecería mucho si atiende este asunto lo más pronto posible.

Saludos / Atentamente

Si requiere más información no dude en contactar conmigo.

Espero su respuesta.

Manuel Jiménez García

C/ Barrau, nº2, 2ºB

25114 Madrid

Sra. Manuela Soria López

COFIDES

Departamento de Contabilidad

Avenida de América, nº7, 5º

52668 Madrid

Madrid, a 3 de marzo de 2012

Estimada Manuela Soria:

He leído su anuncio publicado en el periódico El Mundo y me dirijo a usted para participar en el proceso de selección que han abierto para cubrir una sustitución en el departamento de contabilidad.

Soy licenciado en Administración y Dirección de Empresas y he trabajado en el sector inmobiliario y en consultoría. Mi experiencia en proyectos y análisis me hacen una buena candidata para su empresa.

Desde que vi su anuncio me he interesado por su empresa y he sabido que el puesto requiere trato con clientes de habla española. Ya que poseo un alto nivel de este idioma, pienso que mi perfil se adapta a sus necesidades. Tengo la habilidad de adaptarme de manera fácil con los clientes además de estar bastante interesada por aprender cosas nuevas. Me considero una persona muy dinámica y sobradamente trabajadora.

Me gustaría tener la oportunidad de mantener una entrevista personal con ustedes y responder a las preguntas oportunas.

Espero tener noticias de usted pronto.

Le saluda atentamente:

Miguel Jiménez García

b. ¿De qué partes está formada la carta? Entre tu compañero y tú podéis determinar la estructura de la carta.

¡RECUERDA!

En primer lugar, en el margen superior derecho encontramos..., **luego...**, **después**, **por último...**

Observa todos los adjetivos y cualidades que usa el candidato para describirse a sí mismo:

- Copia en una hoja el adjetivo y los adverbios que lo modifican
- Compara con los de tu compañero y comprueba que conoces su significado

ACTIVIDAD 4

a. Juan le ha enviado un correo electrónico al director de un colegio para presentar su currículum. Rellena los cuatro espacios vacíos con una de las opciones en cada pareja según la formalidad del tratamiento social.

1. *Sr./Sra. director/a: / Buenos días*
2. *Me dirijo a usted con el fin de / le escribo para*
3. *Atentamente / Adiós*
4. *Gracias por su tiempo y consideración / Espero pronto su respuesta*

_____ expresarle mi interés en ser considerado para el puesto de Maestro en Educación Primaria. Mis credenciales están resumidas en mi CV, el cual adjunto.

Mi experiencia profesional en el campo de la educación es diversa. Soy una persona activa, dinámica, responsable e inmerso en un proceso de formación en el campo de la educación y el deporte.

Estoy interesado en el puesto por mi experiencia y formación, y por ello me gustaría participar en futuros puestos de selección.

José Pérez.

- b. Escucha el audio sobre los consejos y técnicas para realizar una correcta carta de presentación. Contesta a las siguientes preguntas y compara tus respuestas con las de tus compañeros.**

<https://www.youtube.com/watch?v=e6NkCqitnKc>

- ¿Qué documento debe acompañar a la carta de presentación?
 - a. Una foto.
 - b. El Currículum Vitae.
 - c. El pasaporte.
- ¿Qué debemos contar en la carta de presentación?
 - a. Todo aquello que nos haya ocurrido en nuestra trayectoria profesional.
 - b. Aquello que será positivo para obtener el trabajo.
 - c. Ambas respuestas son correctas.
- ¿Qué debemos escribir en el primer párrafo de la carta de presentación?
 - a. Nuestra trayectoria profesional.
 - b. Estudios universitarios.
 - c. Dar a conocer cómo te has informado de la oferta de trabajo.
- Las frases deben ser...
 - a. largas y encadenadas.
 - b. cortas y no encadenadas.
 - c. ninguna es correcta.

ACTIVIDAD 5

Practica la siguiente situación con un compañero de clase. Te presentas a una entrevista de trabajo. Tu compañero es el dueño de la empresa y te pregunta sobre tus estudios, experiencia profesional y aptitudes para el trabajo.



¡RECUERDA!

Presente ampliado a marcadores:

Hace tres años que terminé mi carrera universitaria.

¡RECUERDA! El género en las profesiones...

- Sustantivos terminados en **-a, -ista, -i, -u, -ar, -er, -ir, -ur, -l y -z**: ambos géneros (el/la atleta, el/la taxista, el/la maniquí, el/la auxiliar, el/la corresponsal, el/la portavoz)
- Sustantivos terminados en **-e**: ambos géneros (el/la conserje), aunque hay excepciones (el alcalde/la alcaldesa)

TAREA FINAL

OBJETIVO Determinar la forma de tratamiento más apropiada para dirigirse al personal de contratación de la empresa.

Escribe una carta de presentación dirigida al personal de contratación de una empresa para el proceso de selección de un trabajo a partir del siguiente anuncio (aproximadamente 150 palabras):

Director financiero

Se necesita licenciado en Administración y Dirección de Empresas, Económicas o Finanzas y Contabilidad con experiencia mínima de 5 años en el sector financiero y flexibilidad de horario.

PASOS

1. Elegir la forma más adecuada de dirigirse al personal de contratación. Opina con otros compañeros.
2. Pensar los aspectos a tratar en la carta: trayectoria estudiantil y profesional, experiencia, idiomas...
3. Pensar en las cualidades que hacen de ti un buen candidato para el trabajo.
4. Organizarla adecuadamente.
5. Utilizar el vocabulario aprendido en esta unidad.
6. Repasar errores de gramática y puntuación.
7. Leer la carta en clase. Turno de opiniones y valoraciones entre todos los compañeros de la clase.

4.2.6. EVALUACIÓN / EVALUATION

The purpose of the evaluation is to determine if the lesson plan has proved to be successful and if students have reached their learning goals. In case any problems are detected, the professor knows they have to be solved in the next lessons.

Learners' skill progress is assessed by means of the final task and pre-tasks activities. The evaluation criteria will be: the correct use of social registers; the correct pronunciation; spelling errors; identification of cultural differences between Germany and Spain (language issues and addressing informally); the use of genres when talking about professions; vocabulary richness; verb tenses.

4.3. UNIDAD DIDÁCTICA INGLÉS COMO SEGUNDA LENGUA / ENGLISH AS A SECOND LANGUAGE LESSON PLAN

4.3.1. NECESIDADES / NEEDS

The students are Spanish teenagers between fifteen and sixteen years old. So, group work is very beneficial for them because it would increase their motivation. They do not live in the target language country -United Kingdom- and they are taking a general English course. The main reason why they have to learn English is to develop the communicative competence so as to be able to communicate when they travel around the world.

According to the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, their level corresponds to B1 and they are already independent users. The features that define a student who gets a B1 level, just focusing on writing, are: 'I can write simple connected text on topics which are familiar or of personal interest, I can write personal letters describing experiences and impressions'. (Consejo de Europa 2001: 26).

4.3.2. CONTENIDOS / CONTENTS

- **Communicative competence**

The main and most important language skill in this lesson plan is Writing. Learners will have to write a formal letter to a travel agent in order to book a travel with the destination that they prefer. However, before planning the final task, there are some intermediate activities that will help them prepare the writing activity and other language skills are involved.

Reading	Listening	Speaking
To read two emails so as to identify the basic items (recipient, signature, subject, etc) and the parts of the message. To read two travel agency advertisements.	To listen to a telephone conversation in order to extract information that must be taken into account when booking a hotel room.	To discuss with a partner about your preferences when travelling (place, plans, location of the hotel).

Linguistic elements	Sociolinguistic elements
-Modal verbs that express future possibility, opinions and preferences. -Connectors: succession, focusing and addition. -Lexical elements: fixed expressions to start an email, expressions to ask for and send information in an email. -Specific vocabulary on travelling.	-The way to start and close an email taking into account the social context. -Register.

4.3.3. METODOLOGÍA / METHODOLOGY

The methodology of this lesson plan follows the *Task-based Language Teaching*. Learners have to prepare a final task in class that consists of writing a formal letter to a travel agent to book a travel package. The professor will keep this final task because it is the main evaluation instrument of the course.

4.3.4. ACTIVIDADES / ACTIVITIES



Final task:
To write a formal letter to a travel agent for a booking

LEVEL B1

TIME The lesson plan will be developed in three sessions of one hour and a half each. Students will carry out two tasks in each session.

TASK 1

OBJECTIVE

To learn the basic items of an email using a sample email as a model, to learn how to use different greetings to start an email and some fixed expressions to close the message depending on how it has been opened.

SKILL Reading

COMPETENCES

- General competences: declarative knowledge (knowledge of the world, sociocultural knowledge, intercultural awareness).
- Communicative language competences: linguistic competences (lexical competence), sociolinguistic competence (linguistic markers of social relations, register differences).

Do the following activities:

- a. Look at this email and match each item (1-5) to the correct meaning (a-e).**



The image shows a screenshot of an email header. The 'To:' field contains 'smith@teacher.com'. A yellow tooltip with the text 'Choose the font family' is positioned over the email address. The 'Cc:' and 'Bcc:' fields are empty. The 'Subject:' field contains 'Essay deadline'. There is a small menu icon to the left of the subject field.

Dear Mr Smith

I am writing to inform you that I will not be able to meet the English essay deadline.

The title of the English essay I should hand in by tomorrow is " I can punctuate therefore I am".

I am still working on it as I am having problems with the correct use of punctuation marks.

I would like to know if I could submit it next week.

I look forward to hearing from you and thank you.

**With kind regards
Chris Bennett**

Ways to start your email...

- Dear Sir or Madam: to a company
- Dear Sir
- Dear Madam
- Dear Mr + surname
- Dear Ms + surname

1. To	a. The email address of the person to whom you want to send a 'blind copy' (the other recipients can't see that this person has received the email).
2. Subject	b. Your full name at the end of the email.
3. Bcc	c. The name or email address of the person to whom you are writing.
4. Signature	d. The email address of the person to whom you want to send a copy.
5. Cc	e. The topic of the email.

b. Choose the correct close for the following openings.

 **Dear Mr Smith**

- I. Best wishes
- II. Yours sincerely

 **Dear Sir**

- I. Yours faithfully
- II. Yours sincerely

 **Dear Alan**

- I. Yours faithfully
- II. Best wishes

TASK 2

OBJECTIVE

Vocabulary: to learn useful expressions to ask for and send information in the email and the parts of a message. Both goals are quite useful in order to prepare the final task.

SKILLS Reading and writing.

COMPETENCES

- General competences: declarative knowledge (knowledge of the world, sociocultural knowledge).
- Communicative language competences: linguistic competences (lexical competence).

Fill the gaps in the text with the correct options. Then, try to identify the parts of the message (the opening, the main message, the close).

Dear Madam

_____, the recommended hotel was excellent. _____ the final payment of the travel.

The fact is that I have not received any receipt and I would like to solve this problem as soon as possible. _____ all the payments I have made in case you need it.

I would like to ask you a favour. _____ which beach destinations are cheaper to spend a month in Europe?

Yours faithfully,

July Smith

- I look forward to receiving your reply
- I have pleasure in attaching
- Thank you for your email
- Please could you tell me
- I am writing in connection with...

TASK 3

OBJECTIVES Grammar: to learn the use of modal verbs that express future possibilities, preferences and opinions.

SKILL Reading

COMPETENCES

- Communicative language competences: linguistic competences (grammatical competence).

The use of modal verbs that express future possibility, opinions and preferences seems very appropriate in this kind of letter because it is less aggressive and more persuasive. In 1-5, one of the three options is incorrect, cross it out.

- We **could** visit places such as exotic beaches and green parks. Future possibility.
- We **might/may** get to the airport at five o'clock. Future possibility.
- We **should** stay in a hotel near the train station. Opinion
- I **would like** to know the costs of this trip. Preference.
- I **would rather** travel to Asia instead of going to United States. Preference

1. I *should / would rather / would like to* either travel to Canada or to France.
2. I *might not / wouldn't like / shouldn't* stay in a cheap hotel because my budget is very limited.
3. I *could spend / would like to spend / should spend* a week in my holiday destination.
4. You *should / might / must* explore different options before buying a flight, in case there is a cheaper one.
5. It *might / should / may* not be warm enough to spend some days at the beach.

TASK 4

OBJECTIVE To extract specific information when booking a hotel.

SKILLS Listening and writing

COMPETENCES

- General competences: declarative knowledge (knowledge of the world, sociocultural knowledge, intercultural awareness).
- Communicative language competences: linguistic competences (lexical competence, grammatical competence, phonological competence, orthographic competence), sociolinguistic competence (linguistic markers of social relations).

Do the following activities:

- a. Can you think about things to consider when booking a hotel? María has called to a hotel in London to get a reservation for this summer. You are going to hear a conversation with the receptionist. Listen to it and answer the following questions.**

(The conversation can be found in Anexo I)

1. How does María greet the receptionist?
 - a) Hello.
 - b) Hi.
 - c) Good morning.

2. What days does María need the reservation?
 - a) From 30 May to 9 June.
 - b) From May 20 to May 30.
 - c) None of them.

3. Why does she decide that the **room rate** is not so expensive?
 - a) Because there is a room service that offers you the breakfast.

- b) Because breakfast is included in the room rate.
- c) Because it is a **full board** service.

4. Does she want a **smoking** or **nonsmoking room**?

- a) She only wants a smoking room.
- b) She does not mind, because it is allowed to smoke in the open.
- c) She prefers a nonsmoking room.

5. Which option does she choose, a **queen-size bed** or a **single bed**?

- a) She chooses a queen-size bed.
- b) Firstly, she chooses a queen-size bed, but finally she decides to have two single beds.
- c) She chooses two single beds from the beginning.

b. Do you know the meaning of the words in bold? These pictures may help you:

FOOD TYPE	ATTACHED TOILET & TV		BATHROOM	
	Full	Half	Full	Half
1 DOUBLE BED	85	105	35	55
2 SINGLE BED	85	105	-	55
1 DOUBLE BED & 1 SINGLE BED	100	125	-	65
3 SINGLE BED	-	145	-	65



TASK 5

OBJECTIVE to express preferences about your trip (country, plans and hotel location).

SKILL Speaking and reading

COMPETENCES

- General competences: declarative knowledge (knowledge of the world and sociocultural knowledge).
- Communicative language competences: linguistic competences (lexical competence, grammatical competence and phonological competence), sociolinguistic competence, pragmatic competence (functional competence).

Do the following activities:

a) **In pairs, decide which place you prefer to go on holidays (Africa, China, Caribbean, Europe, South America, United States...) and answer the questions. Try to use the modal verbs that express preferences *would rather*, *would like to* (explained in task 3).**

- What things could you do there?
- Is an affordable country to visit?
- Are you looking forward to trying some typical food?



b) Things to do on holidays

Match the words and pictures. Which one do you think shows your plan?

Why do you enjoy this kind of travel? Discuss it in pairs.



- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Cultural travel | <input type="checkbox"/> Casino travel | <input type="checkbox"/> Beach travel | <input type="checkbox"/> Romantic getaway |
| <input type="checkbox"/> Adventure travel | <input type="checkbox"/> Family travel | <input type="checkbox"/> Skiing travel | <input type="checkbox"/> Wellness travel |

c) Discuss with a partner which is the best location for choosing a hotel during your holidays and why:

- **close to a specific tourist attraction**
- **in the city center**
- **a secluded location**
- **near public transportation (underground, bus stop, railway station)**

FINAL TASK

a. Look at the travel agency advertisements. Which service would you prefer?



Prague, Vienna and Beyond!
Your Travel Agent, Inc.,
Vasa Cestovka
Full Service Travel Agency
specializing in Eastern Europe.
Wholesale international airline tickets,
cruises, tours and vacations,
since 1985.

info@vasacestovk

We offer to our travellers...

- Flight
- Hotel (half board or full board)
- Tours
- Rental cars
- Cruises
- Online services



sardi
travel.com

**skiing holidays that won't
cost you an arm and a leg**

Sardi Travel have the best holidays under the sun, or above from our award-winning holiday packages, city breaks, honeymoon destinations, skiing holidays and much more... the world is a click away.
visit: www.sarditravel.com or call us on: +44(0)20 7965 5083

We offer to our travellers...

- Hotel (full board)
- Health and wellness service
- Tours from Lake District Ski Club to Carlisle and to Edinburgh.

b. Read the email and circle the more formal phrase in each pair.

Useful connectors when writing an email...

- **Succession:**
firstly, secondly, thirdly, finally...
- **Focusing:**
Regarding, with respect to, talking of...
- **Addition:**
In addition, moreover, furthermore...

Dear Sir / hi,

I am writing / I'm writing in connection with your services to travel to Prague this summer.

Main requirements for my stay in Prague are:

- **Firstly**, I would like to have a nonsmoking room in a hotel whose room rate is 100 pounds per night. **Regarding** meal plans, I choose full board service.
- **Secondly, since** it is a cultural travel, I would like the hotel to be close to the National Museum. **In addition**, I am interested in booking the tour 'Two days in Vienna' that is offered in your website.
- **Thirdly**, I would rather book a nonstop flight from Madrid.

Please could you tell me the information about the cost of the trip? *Hope to hear from you soon. / I look forward to receiving your reply.*

Yours faithfully / Best wishes

María López

- c. Taking into account the travel agency advertisements of a), write an email to book your trip with the destination that you prefer. Try to use the vocabulary and grammar you have learnt in this lesson. It should be approximately 150 words.**

Plan what you are going to write using the paragraph summaries below.

Paragraph 1 To explain why you are writing the email.

Paragraph 2 Characteristics of the trip.

Paragraph 3 The email closing.

Finally, check the email for mistakes (grammar, punctuation and spelling).

4.3.5. **EVALUACIÓN / EVALUATION**

Learners' skill progress is measured by means of the pre-tasks activities, but the final grade is the result of the final task. They will have to do the final task in the last session during an hour and a half and they will hand in the paper to the professor. The evaluation criteria will be:

- To choose the correct greetings;
- To make the correct use of expression to ask for and send information in terms of the social context;
- Organization of the email (parts of the message);
- Correct punctuation of the email;
- Spelling errors;
- Correct use of modal verbs;
- The use of connectors.
- Appropriate use of specific vocabulary;

5. **CONCLUSIONES / CONCLUSIONS**

Este trabajo se ha centrado en la competencia sociolingüística, y por tanto también en la competencia comunicativa de la lengua. Ofrece un modelo práctico como propuesta de cómo llevar la competencia sociolingüística a un aula de español o inglés como segunda lengua. Tal y como se puede observar, en las unidades didácticas se ha hecho más énfasis en el léxico (estructuras fijas y vocabulario) que en la sintaxis, porque, de acuerdo con Widdowson, ‘una aproximación comunicativa a la enseñanza de la lengua deberá considerar el componente léxico como un elemento más central que la sintaxis’ (Llobera, 1995: 23).

Trabajar elementos sociolingüísticos, en este caso la elección de los saludos, es una ardua tarea, ya que engloba conceptos lingüísticos y socioculturales que, a su vez, son necesarios para poder llevar a cabo el objetivo sociolingüístico. Precisamente, con el enfoque por tareas, se empezó a defender la idea de que aprender una lengua también implica aprender su cultura. Por este motivo se ha decidido hacer la unidad didáctica dentro del enfoque por tareas. Lo cierto es que, en el proceso de aprendizaje de una

lengua, es importante atender a aspectos culturales porque todos ellos influyen en el uso de la lengua.

Aunque las unidades didácticas que se proponen no se han puesto en práctica, es cierto que en una clase de idiomas se da una gran variedad de situaciones entre los estudiantes, por lo que podría resultar difícil que un único método pueda dar respuesta a todas las situaciones. No hay que pensar, por tanto, en un modelo de enseñanza de idiomas válido para todo tipo de situaciones. Las unidades didácticas que se proponen en este trabajo, que presuponen una serie de valores sociolingüísticos, pueden resultar ineficaces e inapropiados en un entorno de lengua extranjera si no es adaptado a las características del alumnado y a las peculiaridades del contexto social y cultural. Es por eso que se han elaborado teniendo en cuenta las necesidades de los estudiantes. De esta forma, el Enfoque por Tareas resulta un método muy atractivo para el estudiante ya que trata de situaciones que son próximas a ellos. También se espera que la diversidad de actividades que se han propuesto haga de una clase de idiomas algo dinámico y entretenido.

Por otro lado, resulta complicado que las tareas finales de ambas unidades didácticas engloben todos los aspectos de las tareas intermedias y, al mismo tiempo, que el profesor seleccione correctamente el contenido de las tareas intermedias. Una posible solución sería hacer un cuestionario o examen previo a los estudiantes para poder observar qué destreza necesitan mejorar y qué nivel tienen de gramática, vocabulario, aspectos pragmáticos, sociolingüísticos, culturales, etc. Con todo ello, el profesor sabrá cómo enfocar la unidad didáctica para obtener un mejor resultado.

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7. ANEXO I: CONVERSACIÓN DEL EJERCICIO DE COMPRESIÓN ORAL

- Receptionist: Good morning, Garden Hotel, how may I help you?
- María: Hi. I would like to make a reservation for two adults.
- Receptionist: Ok. Wait a moment, please. For what date would you like?
- María: From May 20 to May 30.
- Receptionist: I am sorry. The hotel will be full those days because of a meeting on medicine.
- María: Is next week available?
- Receptionist: Yes, you can book from 30 May to 9 June.
- María: That's great! What's the room rate?
- Receptionist: The double room costs 150 pounds per night.
- María: Well... that's a bit expensive. I don't want to pay more than 100 pounds per night. Do you have any cheaper room?
- Receptionist: I haven't. You have to take into account that it is half board.
Breakfast is included in the room rate, so it is not so expensive.
- María: You are right. In that case, it is fine. Could I have a smoking room, please?
- Receptionist: I am sorry. We are not allowed to have smoking rooms. All the rooms are non-smoking.
- María: Ok. It doesn't matter. I suppose clients are allowed to smoke in the open-air.
- Receptionist: Yes, of course. Regarding the beds, what do you prefer, a queen-size bed or two single beds?

- María: Queen-size bed, please. Well, thinking about that... it will be better to have single beds.
- Receptionist: Ok. The reservation is done. Thank you for choosing our hotel for your vacation. I hope you have a nice day.