

Propuesta formativa de clases de inglés oral de nivel avanzado para AEPUMA

1. Organización de la formación.

La organización de los grupos de trabajo busca el objetivo fundamental maximizar la participación de los estudiantes en el curso y poder hacer esta formación específica para la práctica de producción oral en niveles altos, y con ello fomentar el aprendizaje y la motivación.

Se constituirá un grupo de máximo 12 estudiantes para llevar a cabo 30 horas de clase presencial impartidas a razón de 1h/semanal de septiembre a mayo.

Para ello, será necesario realizar una prueba de nivel inicial, que nos permitirá comprobar la idoneidad de los estudiantes para formar parte del grupo de clase.

1.1. Planificación:

Pruebas de nivel hasta el 11 de septiembre 2026: Para realizar la correcta composición del grupo de participantes, se realizará una prueba de nivel oral a cada uno de los estudiantes que deseen incorporarse al grupo. Esta prueba consistirá en una conversación oral telefónica o por videollamada de unos 10 minutos cuya fecha y hora se concertará a medida con cada estudiante individualmente. Posteriormente se podrá continuar haciendo pruebas de nivel en caso de que solicitaran incorporarse nuevos participantes tanto antes de comenzar el curso como durante el mismo. Para realizar la prueba de nivel, el estudiante deberá escribir a Beatriz.narbona@uam.es

Comienzo del curso el 14 de Septiembre 2026: Al inicio del curso los estudiantes recibirán información sobre:

- Los objetivos, metodología y contenidos académicos.
- El calendario del curso (los días de clase que se impartirán, vacaciones de Navidad y Semana Santa).
- El uso de la plataforma on-line para las consultas de materiales de trabajo y preparación de tareas, y de las clases virtuales si las hubiese (manejo de la plataforma a nivel usuario, herramientas y documentos disponibles para preparar las clases, ejercicios, o materiales a descargar).

A lo largo el curso: Los estudiantes recibirán 30 horas de clase presencial a razón de una hora de clase semanal de manera continuada (exceptuando los periodos vacacionales), junto con la atención personalizada de sus dudas en las tutorías y consultas realizadas presencialmente o a través de Zoom o por email. Además, dispondrán de diversos documentos tanto para las clases como para su estudio personal que se irán entregando de manera progresiva.

Fin de curso en mayo 2027: De manera voluntaria y a petición de los participantes, se podrá realizar una evaluación del progreso de los estudiantes mediante una presentación oral que mida la evolución de los conocimientos al final del curso.

1.2. Nivel y tipología de clase:

La formación se organizará en un grupo de máximo 12 participantes que trabajarán la habilidad de producción oral en el nivel C1 del MCER. Los contenidos y objetivos del grupo, propios de niveles avanzados, siempre se establecerán teniendo en cuenta los conocimientos e intereses mostrados por los estudiantes en la prueba de nivel para personalizar la formación de acuerdo a los participantes.

Para esta formación enfocada a la práctica oral, se considera recomendable realizar las sesiones presenciales y con un número de estudiantes de máximo 12 participantes. Los contenidos serán especialmente prácticos y aplicados a situaciones del día a día, los viajes y el ocio, y temas de actualidad social global. Para que los 60 minutos de clase sean efectivos, los estudiantes podrán prepararse leyendo algunos documentos o viendo algunos vídeos, que les aportarán los contenidos léxicos y el conocimiento sobre el tema suficiente para poder contribuir en la conversación, debate o role-play. El aprendizaje de la lengua inglesa estará basado en la interacción oral entre los alumnos y con el profesor, apoyando las funciones orales en el uso de las nuevas tecnologías aplicadas a la enseñanza. Cada grupo tendrá su profesor principal (Patricia

González en el grupo 1 y Raúl Jiménez en el grupos 2) supervisado por la coordinadora (Beatriz Narbona), y podrá recibir a algún otro docente o hablante invitado al aula para impartir temas concretos y contribuir a la variedad en la metodología y en los acentos orales, lo que será motivador y de gran utilidad para el aprendizaje y la mejora de la habilidad de listening.

- La formación presencial en clases grupales semanales será impartida en un aula (pendiente de asignar) de la Facultad de Filosofía y Letras, y, disponible para todos los estudiantes. Se utilizará también, al terminar la clase, para gestionar consultas y dudas sobre tareas.
- Las tutorías y consultas serán atendidas de manera individualizada por email, en el despacho de la coordinadora o de los profesores, por teléfono, o por videollamada de Zoom, Teams o Google Meet.
- El trabajo individual se irá asignando a medida que evolucionen las clases presenciales y consistirá en lecturas o vídeos o tareas de producción hablada relacionadas con los contenidos de clase que ayudarán a su adquisición y a fomentar la participación oral en el aula. Estos materiales se harán accesibles a los estudiantes por Google Classroom o por email.

1.3. Horarios, calendario y profesorado:

Las clases presenciales de 60 minutos se impartirán a razón de 1 hora semanal con la siguiente distribución inicial (que podrá consensuarse con los estudiantes):

- **Speaking C1, grupo 1 – Prof. Patricia González Díaz.**

Lunes de 14:00 a 15:00h.

Días: 14, 21, 28 septiembre; 5, 19, 26 octubre; 16, 23, 30 noviembre; 14 diciembre; 18, 25 enero; 1, 8, 15, 22 febrero; 1, 8, 15 marzo; 5, 12, 19, 26 abril; 3, 10, 17, 24, mayo

* A partir del 19 de abril hasta fin de curso, se impartirá cada día, 30 minutos más de clase.

- **Speaking C1, grupo 2 – Prof. Raúl Jiménez Vilchez.**

Miércoles de 14:00 a 15:00h.

Días: 16, 23, 30 septiembre; 7, 14, 21, 28 octubre; 4, 11, 18, 25 noviembre; 2, 9, 16 diciembre; 20, 27 enero; 3, 10, 17, 24 febrero; 3, 10, 17, 31 marzo; 7, 14, 21, 28 abril; 5, 12, 26 mayo

En caso de incidencia en el horario por enfermedad del profesor o imposibilidad del 70% de los estudiantes, la clase podrá ser suspendida y recuperada otro día, siempre contando con la aprobación de los participantes.

1. Contenidos de la formación en inglés

Los contenidos de aprendizaje se establecerán en base al nivel C1 del MCER. Una vez completadas la mayoría de las pruebas de nivel, se organizará el grupo y se podrán establecer los contenidos exactos que se trabajarán en clase.

Respecto a las destrezas tratadas en la formación, todos los estudiantes trabajarán las 4 macro-destrezas de Listening, Reading, Speaking y Writing de manera general fuera del aula. Sin embargo, durante la clase, el énfasis estará en las habilidades productivas orales y el objetivo será practicar Speaking durante el máximo tiempo posible. Asimismo, los estudiantes contarán con un currículo formativo en el que se cubrirán temáticas léxicas y funcionales tanto de la vida diaria, como de los viajes y actividades de ocio, y de los temas de actualidad. De este modo durante el curso el estudiante encontrará (en distintos grados de profundidad y complejidad) léxico y funciones relacionados con:

- *Everyday Life (Routines, hobbies, personal relationships, sports, weather, clothing)*
- *Tourism (Events, transport, activities, bookings, complaints, documents)*
- *Hospitality and Restauration (Accommodation, food and beverages, reception, rooms, facilities)*

- *Global Social Issues (Energy, technology, regulations, politics, welfare, health, pollution)*

Y podría debatir sobre:

- *Talking real estate and man-made features*
- *Describing and explaining personal status and relationships*
- *Natural features*
- *Explaining research and progress*
- *Navigating and making sense of the world of work*
- *Literature and arts, deep discussions.*
- *Sports and music conversations.*
- *Talking history and ruler/government issues*
- *Motoring (US/UK)*
- *Accommodation and travelling*
- *Banking environments*
- *Food, cooking and tasting vocabulary*
- *Climate vocabulary and stating forecasts*
- *Crime and military*

A continuación, se muestran las **habilidades genéricas propias del nivel C1** que podrán trabajar los participantes:

C1 Overall Objectives	
General goal	Understand a wide range of demanding long texts and recognize implicit meaning. Speak fluently and spontaneously without much obvious searching for expressions being contextually appropriate. Use language flexibly and effectively for social, professional or academic purposes. Express him/herself on complex subjects in a clear and well-structured manner, showing controlled use of organizational items, connectors and cohesive devices.
Range	A good control of a wide range of discourse among which to choose the language. Speak clearly and in the suitable register on a large variety of topics of general order, academic, business or leisure, without limitations.
Accuracy	Maintain a high degree of grammatical accuracy; errors are rare, difficult to identify and usually self-corrected when they occur.
Fluency	Express with fluency and spontaneity almost effortlessly. Use a natural flow and a fluid speech.
Interaction	Choose an adequate discursive expression, in the preamble of his remarks to save time while he/she is thinking.
Coherence	Produce clear, smooth and well-structured speech, showing a controlled discourse, using linguistic means of structuring and articulation.

C1 Competences	
Linguistic	At this level the speaker can select an appropriate formulation from a broad range of language to express him/herself clearly without having to restrict what he/she wants to say. He/she has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. The speaker consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. Regarding phonological and orthographic control, he or she can vary intonation and place sentence stress correctly in order to express finer shades of meaning. His/her layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.
Sociolinguistic	At this level the speaker can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. They can follow films employing a considerable degree of slang and idiomatic usage as well as use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
Pragmatic	Flexibility: He/she can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. He/she can vary formulation of what he/she wants to say. Turn-taking: Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. Thematic development: he/she can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion Coherence and cohesion: he/she can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.
Functional	Spoken fluency: he/she can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. Propositional precision: he/she can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.

C1 Specific Skills	
Oral Comprehension	He/she can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. C1 students can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts and are able to follow extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. They can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. He/she can follow most lectures, discussions and debates with relative ease. These speakers can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services. The speaker can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.
Oral Production	The speaker can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. He/she can give clear, detailed descriptions of complex subjects. Can also give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. He/she can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.

	He/she can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. They can handle interjections well, responding spontaneously and almost effortlessly.
Spoken Interaction	He/she can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. In informal discussions he/she can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. He/she can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. At this level the speaker can easily keep up with the debate, even on abstract, complex unfamiliar topics, can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. He/she can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.
Reading Comprehension	He/she can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialty, provided he/she can reread difficult sections. Can understand any correspondence given the occasional use of a dictionary. He/she can scan quickly through long and complex texts, locating relevant details. He/she can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. He/she can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. They can also understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of specialty, provided he/she can reread difficult sections.
Written Production	He/she can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. He/she can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. He/she can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can also expand and support points of view at some length with subsidiary points, reasons and relevant examples.

Para terminar, se exponen los **contenidos específicos** que se lograrán al completar la formación.

C1 Contents	
Lexical areas	
Biographical details	Tourist attractions
Media and marketing language	Reasons for travelling
Detailed hobbies	Tourist motivations: push and pull factors
Working conditions and relations	Guest profiles
Presenting points of view	Bookings
Judgements; Pros and cons	Room facilities and amenities; Hotel common areas
Climate and forecast	Visa requirements
Arguments; Questioning claims	Package tours
Trends and beliefs	Transport means
Global careers	Attractions and events
Advertising and publicity	Art and heritage; Heritage sites
Web words	Receipts and invoices
Sustainability	Telephone phrases and expressions; Telephone messages
Statistics	Boutique hotels
Architecture	Sport facilities
Historical facts	Complaints
	Restaurants; Gastronomy
Functions	Grammar

Talking about past experiences; Explaining past events and giving historical details
Describing event procedures
Making a survey
Describing graphs and statistics
Making a booking
Making suggestions and giving information
Asking about an invoice
Negotiation in the flea market
Giving information on local sights
Describing heritage
Structuring a telephone message
Leaving messages on the phone
Asking for repetition and clarification
Giving feedback and echoing on the phone
Calling back
Making arrangements and appointments on the phone
Reading a blog or review
Discussing quality in hotels
Asking questions politely on the phone
Handling a telephone complaint
Closing a call
Understanding booking procedures
Describing a heritage site
Attending events
Describing food; Explaining a menu
Talking about culinary tourism

Assuming /supposing /given that
I'd be willing to... / only if you...
Degrees of certainty
Verbs followed by infinitive or -ing (in use)
Time and progress: Step by step...
As if / Though
Reinforcing a point: What's more / moreover / in addition
Prepositions
Phrasal verbs
Emphasizing: sheer / merer
Contrasting, compensating and generalizing: while / whereas / nonetheless /on the whole...
May/might as well
The use of Even
Cause and effect: Because of / Due to / owing to...
Probing questions: why is that...? happens to... just so happens...
Advanced comparisons: Just as... / every bit as...
Describing change
Thus
By any / all / no means
Believing and not believing
Comparatives and superlatives, evolution: busier and busier, the very latest...
Conjunctions, adverbs and prepositions expressing cause, consequence, purpose and result.
Promising: will
Present tenses: active and passive
Future forms and uses
Continuous aspect
Countable and uncountable nouns
Predictions: degrees of certainty
Reporting verbs
Dependent propositions; Collocations

Pronunciation and Intonation

Sentence stress; Word stress; Stress and meaning
Intonation in questions and requests
Questions with *Do you* and *Could you*
Weak forms: *was / were / had / hadn't / have / has / been*
Intonation with *sorry*
Stress in passive forms
Contraction 'd
Stress in suggestions
Elision
Linking with /w/, /r/
Tone and meaning

Todos estos contenidos serán revisados y adaptados según las pruebas de nivel iniciales previas al curso. Además, a lo largo del curso se realizarán revisiones para ampliar o adaptar los contenidos en el caso de que sea pertinente.