Universidad de Navarra

***Conversación intermedia en Inglés P1***

*Teaching guide 2026-27*

# INTRODUCTION

### Course description:

This course consists of practical lessons designed to improve participants' conversational skills and pronunciation in daily conversations and academic discussions. The conversation course is especially useful for those who find it difficult to express themselves fluently and spontaneously in English. The level is B2, in accordance with the Common European Framework of Reference for Languages (CEFR).

- **Semester:** First
- **Type of Course:** Optional
- **Modality:** in person
- **ECTS**: 1,5
- **Teacher:** Elisabete Rodrigues Pires (erodrigues@unav.es)
- **Language:** English
- **Department:** Modern Languages Institute, English Department
- **Schedule:** Tuesdays 14.00-15.30h, AULA 112, 1st Floor, Amigos Building
- **Start and End Dates:** 1 September - 24 November

# SKILLS AND COMPETENCIES

**Fluency:** Develop the ability to speak with a moderate level of fluency and coherence in various conversational contexts. This includes expressing ideas, opinions, and personal experiences confidently and smoothly.

**Vocabulary:** Expand and enrich vocabulary repertoire to effectively communicate in different topics and situations. Develop a wider range of vocabulary related to common themes, idiomatic expressions, and colloquial language.

**Listening Comprehension:** Improve listening skills to understand conversational English in a variety of accents and speeds. This involves comprehending main ideas, supporting details, and implicit information.

**Pronunciation and Intonation:** Focus on improving pronunciation accuracy and clarity. Develop correct pronunciation of sounds, stress patterns, intonation, and rhythm to enhance oral communication skills and be better understood by others.

**Cultural Awareness:** Increase awareness and understanding of cultural differences and nuances in communication styles. Develop sensitivity to cultural norms and customs to promote effective cross-cultural communication.

**Active Listening and Response:** Enhance active listening skills to understand and respond appropriately to others' opinions, ideas, and questions during conversations. Develop the ability to ask relevant questions, provide feedback, and engage in meaningful exchanges.

**Cultural Topics and Current Affairs:** Explore and discuss a wide range of cultural topics, current events, and social issues. Develop the ability to express opinions, analyse information, and engage in thoughtful discussions on these topics.

# PROGRAM

The course topics will be selected based on current affairs and tailored to the needs and preferences of the students. New topic proposals are highly encouraged and welcomed. The materials used in the course will primarily be sourced from authentic channels, including newspapers, websites, textbooks, and other reliable resources.

Throughout the course, students will engage in a variety of activities to enhance their learning experience. This will include watching and analysing videos, exploring English songs, and participating in communication activities. Additionally, there will be opportunities for students to engage in pair or group speaking activities, fostering collaboration and providing a supportive environment for practicing conversational skills.

## EDUCATIONAL ACTIVITIES

**Conversation starters:** Providing conversation prompts or discussion questions on various topics allows students to initiate and sustain conversations. It encourages them to share experiences, express opinions, and engage in meaningful exchanges.

**Debate and discussion:** Organizing debates or group discussions on thought-provoking topics helps students express their opinions, support arguments with evidence, and develop critical thinking skills. It also promotes active listening and respectful communication.

**Picture descriptions:** Providing students with pictures or images and asking them to describe what they see fosters their ability to use descriptive language, convey information effectively, and practice using vocabulary in context.

**News analysis:** Selecting current news articles or videos and discussing them as a class helps students practice listening skills, develop their vocabulary, express their views, and analyse different perspectives on global or local issues.

**Storytelling:** Asking students to share personal anecdotes or narratives helps develop their storytelling skills, use narrative tenses, and engage others through compelling narratives. It also fosters creativity and cultural exchange.

## ASSESSMENT

Evaluation is by continuous assessment. There is no final exam.

University staff subsidized by FUNDAE will receive the bonus if they meet the attendance requirements set by FUNDAE:

- in-presence classes: 75% of total sessions

There will be an academic record, reflecting students' performance in the course. They will receive a "Meet requirements or "Does not meet requirements" assessment, based on attendance and participation.

The table below was designed to assess spoken performances, and focuses on different qualitative aspects of language use.

| LEVEL | RANGE | ACCURACY | FLUENCY | INTERACTION | COHERENCE |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **B2** | Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. | Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes. | Can produce stretches of language with a fairly even tempo; although he /she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses | Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc. | Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution. |

## OFFICE HOURS

**Teacher: Elisabete Rodrigues Pires (erodrigues@unav.es)**

- Staffroom, *Instituto de Idiomas, Edificio Amigos. Planta -1*
- Time slot available on request, via email.

## BIBLIOGRAPHY AND RESOURCES

The materials used in the course will primarily be sourced from authentic channels, including newspapers, websites, textbooks, and other reliable resources.