Universidad de Navarra

Inglés B2.1: Curso General P3

Teaching guide 2026-27

INTRODUCTION

Course description

First part of a two-semester program designed to develop learners' confidence and independence in English at the B2 (Upper-Intermediate) level. It balances the development of language knowledge and practical communication skills across the four main skills: reading, listening, speaking, and writing. The program integrates a wide variety of themes and real-world topics that engage learners and build essential 21st-century competencies such as critical thinking, collaboration, and digital literacy.

This course is intended for students of English as a foreign language who have completed a B1 level or its equivalent.

To enrol, it is necessary to take a placement test at the Instituto de Idiomas: https://forms.gle/zngmDw8ndXDAiaLz6

- **Carácter**: General or elective (depending on the faculty)
- **ECTS**: 3
- **Semestre**: First semester
- **Language**: English
- **Instructor**: Martín Aoiz (maoiz@unav.es)
- **Time**: 14:00-15:30 Mondays and Wednesdays
- **Room**: Seminar S02 (Amigos)
- **Start and end dates:** 2nd September / 25th November

SKILLS AND COMPETENCIES

Here are the skills to be developed at the B2 level English course:

Students can understand extended speech and lectures and follow complex arguments on familiar topics. They are able to comprehend most television news and current affairs programmes, as well as the majority of films in standard dialect.

Overall, a B2 English course prepares students to function effectively in academic and professional settings where English is used, supporting both independent learning and further language development.

In reading, learners can read and understand articles and reports on contemporary issues in which the authors adopt particular attitudes or viewpoints. They are also capable of understanding contemporary literary prose.

In terms of spoken interaction, B2-level users can interact with a degree of fluency and spontaneity that makes regular conversation with native speakers quite possible. They can actively participate in discussions in familiar contexts, presenting and defending their opinions with relevant explanations and arguments.

For spoken production, they can give clear, detailed descriptions on a wide range of subjects related to their field of interest. They are also able to explain a viewpoint on a topical issue, outlining the advantages and disadvantages of various options.

In writing, students at this level can produce clear, well-structured texts on a wide range of subjects. They can write essays or reports, conveying information or offering arguments for or against a particular point of view. Additionally, they can write letters that convey the significance of personal experiences and events in a detailed and coherent manner.

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PROGRAMME

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This two-semester program is designed to develop learners' confidence and independence in English at the B2 (Upper-Intermediate) level. It balances the development of language knowledge and practical communication skills across the four main skills: reading, listening, speaking, and writing. The program integrates a wide variety of themes and real-world topics that engage learners and build essential 21st-century competencies such as critical thinking, collaboration, and digital literacy.

1. Topics

Topics that tend to appear transversally in readings, listenings, and writing activities include:

Media and communication, including social media and fake news.

Environmental issues and sustainability.

Travel, cultural diversity, and global citizenship.

Education, career development, and work-life balance.

Technology, science, and innovation.

Health, lifestyle, and well-being.

Society, ethics, law, and justice.

Art, literature, and cultural expression.

2. Language Content

Learners consolidate and expand their knowledge of vocabulary and grammar needed to express nuanced ideas and opinions clearly and fluently. Typical grammatical structures include:

Verb tenses: present perfect, past simple, future forms, conditionals (zero, first, second, third), and passive voice.

Reported speech, modals for deduction and advice, and complex sentence structures such as relative and noun clauses.

Functional language for expressing agreement/disagreement, speculation, hypothesising, negotiating, and giving advice.

Phrasal verbs, idiomatic expressions, and collocations related to the topics and common in everyday and academic English.

3. Reading

Learners engage with authentic and semi-authentic texts to develop critical reading skills.

Typology of Texts include:

Narratives – Short stories, anecdotes, and personal experiences.

Informative Texts – Articles, reports, and essays that explain facts or ideas.

Opinion Texts – Editorials and persuasive pieces expressing viewpoints.

Descriptive Texts – Descriptions of places, events, or people.

Instructional Texts – How-to guides, recipes, and manuals.

Dialogues & Interviews – Realistic conversations or interviews.

Literary Texts – Adapted novels, poetry, or drama.

Mixed Media – Infographics, blog posts, and online forums.

4. Listening

Listening materials expose learners to a variety of accents, registers, and speech styles through:

Interviews and podcasts focused on social and cultural topics.

News reports, documentaries, and academic talks.

Panel discussions and debates.

Everyday conversations and professional scenarios.

Tasks develop skills such as listening for gist, specific details, attitudes, and implied meanings.

5. Speaking

Speaking practice centres on effective communication in diverse contexts, including:

Participating in discussions and debates on relevant social and academic issues.

Delivering structured presentations and expressing opinions clearly.

Role-playing real-life and professional interactions, such as interviews and negotiations.

Collaborative group work and peer feedback sessions.

Functional language related to persuasion, clarification, hypothesis, and polite disagreement is integrated throughout.

6. Writing

Writing tasks enable learners to produce clear, well-organised texts for various purposes:

Opinion essays and argumentative pieces.

Formal and informal emails and letters.

Reports, summaries, and proposals.

Reviews and reflective writing.

Emphasis is placed on coherent structure, appropriate tone, accurate grammar, and varied vocabulary.

EDUCATIONAL ACTIVITIES

In the classroom, the four skills are analysed and practised, integrating reading, listening, speaking, and writing activities through individual, peer, and group work. New lexical items and grammar structures are introduced and practised in order to do tasks to practise real-world communication: debates, discussions, presentations, and essays.

Classroom activities

Reading Comprehension and Critical Thinking

Listening for Detail and Gist

Guided Speaking Activities

Process Writing

Grammar and Lexis in Context

Activities outside the classroom

Continuous Assessment Work (speaking/ writing tasks)

Reading and Listening Comprehension Exercises

Grammar and Vocabulary Exercises

ASSESSMENT

All participants will receive a final grade that reflects their performance in the course.

ORDINARY CALL / FIRST SITTING

The course in B2 General English includes **continuous assessment (50%)** and a **final assessment (50%).**

- Continuous assessment is based on:

Individual Presentation = 10% (students present a theme/hobby/interest orally).

Writings = 20%. Up to 3 writings to be done in the classroom, the worst one (the lowest mark) to be discarded. No assignments done outside the classroom will be accepted.

Midterm exam = 20%.

- The final assessment consists of an oral exam (10%) and a written exam (40%).

The oral exam will be part of the FCE exam.

The written exam consists of 2 Readings, 2 Listenings, and 6 Use of English exercises.

Content, Evaluation Criteria, and Grading

-The evaluation covers all topics covered in the textbook and in class since the beginning of the semester.

-The overall course grade will be the average of all assessable activities, both continuous and final.

PLAGIARISM

In cases of plagiarism in submitted work or other irregularities such as cheating in exams, the student will receive a failing grade or a penalty that will be recorded in the academic transcript.

Special Cases

Students with special needs must inform the instructor in advance to allow for appropriate accommodations.

University staff subsidized by FUNDAE will receive the bonus if they meet the attendance requirements set by FUNDAE. Additionally, they will receive a final grade reflecting their performance in the course.

EXTRAORDINARY CALL / RESIT EXAM

The extraordinary call for first and second semester subjects will take place in June.

The following situations may occur:

The student has failed the subject in the ordinary call or did not attend it (“NP” – Not Presented). In both cases, the student must retake all competencies: continuous assessment will not be considered. The exam consists of:

-One 90-minute written exam, including listening comprehension, reading comprehension, written expression, grammar, and vocabulary.

-One oral expression exam.

The student passed the subject in the ordinary call but wants to improve their grade:

In this case, the student must retake the entire subject. Continuous assessment activities and the previously obtained grade will not be taken into account. If the student registers for the exam and does not attend, it will be marked as "Not Presented," and they will have to retake the course. The exam consists of:

-One 90-minute written exam, including listening comprehension, reading comprehension, written expression, grammar, and vocabulary.

-One oral expression exam.

OFFICE HOURS

Contact the teacher via email (maoiz@unav.es) to arrange a meeting.

BIBLIOGRAPHY AND RESOURCES

English File 5th Edition B2.2. Student Book and Workbook with key + Digital Pack

ISBN 9780194144728

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Publisher: Oxford University Press

The student's book and workbook are obligatory.