



Universidad  
de Navarra

***Inglés C1.1: Curso General P2***  
*Guía docente 2025-26*

**Course description:** Second part of a two-semester program designed to further develop learners' confidence, autonomy, and precision in English at the C1 (Advanced) level. The course balances the refinement of language systems with advanced communication skills all four core areas: reading, listening, speaking, and writing. Through the integration of authentic, challenging content and real-world themes, the program cultivates not only linguistic competence but also academic literacy, critical thinking, and intercultural awareness. Learners are encouraged to engage with complex ideas, express themselves fluently and persuasively, and adapt their language to various formal and informal contexts. This course is intended for students of English as a foreign language who have successfully completed a B2 level or its equivalent.

**Type of course:** Open to the general public.

**Credits:** : No

**Year and semester:** 2025-2026, semester I

**Title:** English

**Instructor** Janine Lytham [jlytham@unav.es](mailto:jlytham@unav.es)

**Class Schedule:** Mondays and Wednesdays, 14.15-15.45h.

**Room:** Aula 33 BBC

[calendario-curso-25-26 \(1\).pdf](#)

## **SKILLS AND COMPETENCIES**

Here are the skills to be developed at the C1 level English course: At the C1 (Advanced) level, learners can understand extended speech even when it is not clearly structured and when relationships between ideas are only implied rather than explicitly signalled. They can follow television programs and films without much effort and recognize a wide range of idiomatic expressions and colloquialisms. In reading, C1 learners are able to comprehend a wide range of demanding and longer texts, including specialised articles and longer technical instructions, even if these texts do not directly relate to their field of expertise. They can also recognise implicit meanings within these texts. Regarding spoken interaction, learners at this level express themselves fluently and spontaneously without obvious searching for expressions. They use language flexibly and effectively for social, academic, and professional purposes. They are able to formulate ideas and opinions precisely and relate their contributions skilfully to those of other speakers in discussions.

For spoken production, C1 learners can present clear and detailed descriptions of complex subjects, integrating sub-themes, developing particular points, and concluding appropriately. They can deliver structured presentations confidently. In writing, learners produce clear, well-structured texts on complex subjects, demonstrating controlled use of organisational patterns, connectors, and cohesive devices. They are capable of expressing points of view at length, providing supporting arguments and evidence. Their writing includes detailed reports, essays, or letters that highlight the personal significance of events and experiences.

**Speaking:** Level C1 users are capable of keeping up lengthy, casual conversation with a good degree of fluency. In the workplace, they can contribute effectively to meetings, seminars and conference-calls concerning their own area of responsibility or expertise. Students at this level can give a clear presentation on a familiar topic, and in tutorials or seminars, present, and to some extent, justify their opinions.



**Students are reminded that acquiring a C1 level requires much time and effort. According to CEFR (Common European Framework of Reference for language learning), the number of guided learning hours estimated to progress from a B2 to a C1 level is 200.**

## **PROGRAM**

### **1. Themes**

Themes are explored through a critical, global lens and are integrated across all skills.

This semesters themes are:

1. Help, I need somebody!/ Can't give it up
2. As a matter of fact...../A masterpiece?
3. The best medicine? A &quot;must-see&quot; attraction
4. Pet hates/ How to cook/How to eat
5. On your marks,set,go!/ No direction home

### **2. Language Content**

Learners refine control of advanced grammar and vocabulary for accurate and idiomatic expression:

verb+object+infinitive or gerund/ conditional sentences

permission, obligation, necessity/ perception and sensation

advanced gerunds and infinitives/ expressing future plans and arrangements

ellipsis/ nouns compound and possessive forms

relative clauses/ cleft sentences

### **3.Vocabulary**

compound adjectives/ phones and technology

word formation: prefixes/ art, colour idioms

health and medicine, similes/ travel and tourism

animal matters/ preparing food

word building: adjectives, nouns and verbs/ commonly confused words

### **Skill-Specific Approach**

#### **1. Reading**

C1 learners analyse a wide range of authentic, advanced-level texts:

Engaging topics and stimulating material

Challenging tasks which help students to read more skillfully



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Sources of texts include the British Press, magazines, websites, forums, infographics

## 2. Listening

Materials include authentic audio and video reflecting native-level use:

listening for detailed information

using existing knowledge to make sense of information/ understanding

accents

inferring attitudes and emotions/ understanding a complex topic

understanding opinions and explanations/ understanding attitudes and finer

details

understanding comparisons/ understanding how a business works

## 3. Speaking

Students engage in high-level spoken tasks involving critical and creative thinking:

half agreeing/ politely disagreeing/ talking about work

developing long turn/ conveying the main ideas in a text

expressing ideas with precision

giving background details to an experience

contributing to a group discussion

## 5. Writing

**Two** of the following writing tasks will be analysed and worked on in the classroom.

After receiving feedback, students are given an opportunity to rewrite their task.

Emphasis is placed on logical coherence, advanced control of tone and register, grammatical accuracy, lexical flexibility, and awareness of style appropriate to purpose and audience.

1. A discursive essay(1) A balanced argument

2. A discursive essay (2) Taking sides

3. A formal email

## EDUCATIONAL ACTIVITIES

**In the classroom**, all four skills—reading, listening, speaking, and writing—are integrated and developed through a wide range of cognitively demanding activities.



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Learners are encouraged to analyse, evaluate, and synthesise information from various sources. Emphasis is placed on fluency, accuracy, and appropriateness in both spoken and written communication. Complex grammatical structures and advanced lexical items are introduced and recycled through real-world communicative tasks such as debates, problem-solving tasks, academic presentations, critical essays, and collaborative projects.

## **Classroom Activities**

- # Advanced Reading and Textual Analysis
- # Listening for Nuance, Attitude, and Inference
- # Extended Speaking and Interactive Communication Tasks
- # Critical and Analytical Writing
- # Grammar and Vocabulary through Authentic Contexts

## **Activities outside the classroom**

- # Autonomous Speaking and Writing Practice
- # Extensive Reading and Listening from Authentic Sources (e.g. podcasts, articles, short lectures)
- # Advanced Grammar and Lexis Consolidation (e.g. idiomatic expressions, collocations, register)

## **ASSESSMENT**

### **ORDINARY CALL / FIRST SITTING**

Type of Assessment: Final / Continuous,

Examples: The course in English C1.1 level includes continuous assessment (30%) and a final assessment (70%).

- Continuous assessment is based on : 1 prepared speaking task and 2 written tasks.
- The final assessment consists of an oral exam (10%) and a written exam (60%).

### **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.

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Reading 20%; Listening 20% and Language 20%.



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Students with special educational needs must contact the Faculty Academic Coordination Office in advance to obtain authorisation for any necessary adjustments (e.g. extra time for exams). This authorisation must be sent by the student to the lecturer. It is recommended that this be done at the beginning of the semester.

**ATTENTION:** Please note that any attempt at fraud, copying, plagiarism or other irregular behaviour constitutes a serious offence as set out in Title IV 'Academic Disciplinary Rules for Students' within the University of Navarra's Code of Conduct. This includes the use of generative AI software, such as Chat GPT.

## **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, 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.

## **REQUIRED MATERIAL**

English File C1.1: Student's Book and Workbook

Fourth Edition

Oxford University Press

Cristina Latham-Koenig; Clive Oxenden; Jerry Lambert & Kate Chomacki



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**OFFICE HOURS**

**Organise an appointment with the instructor directly by email: [jlytham@unav.es](mailto:jlytham@unav.es)**