Universidad de Navarra

Inglés C1.1: Curso General P2

Guía docente 2026-27

Course description

First part /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 across 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.

To enrol, it is necessary to take a placement test at the Instituto de Idiomas: https://forms.gle /Akb9Rzh3Tqcmraaz6

Semester: First/Second

Type: General, Elective (depending on Faculty)

ECTS: 3

Professor: Janine Lytham

Language: English

Schedule: Martes y Jueves 8.00-9.30h.

Classroom: Seminario S01

Start and End Dates: The classes begin on Tuesday, 1 September, and end on Thursday, 26 November.

Academic Calendar

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 specialized articles and longer technical instructions, even if these texts do not directly relate to their field of expertise. They can also recognize 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 organizational 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.

PROGRAMME

1. Themes

Themes are explored through a critical, global lens and are integrated across all skills. Recurrent themes include:

Media literacy and global communication

Ethics in science, innovation, and technology

Environmental policy and sustainability

Multiculturalism, identity, and global mobility

Economics, leadership, and global challenges

Health systems, biotechnology, and ethics

Literature, visual arts, and philosophy

Justice, human rights, and political systems

2. Language Content

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

Advanced verb patterns, narrative tenses, mixed conditionals, passive structures

Complex sentence forms: inversion, cleft sentences, advanced connectors, discourse markers

Reported speech with shifts in perspective and modality

Subtle modal usage for speculation, deduction, and concession

Phrasal verbs, idiomatic expressions, collocations, and discourse phrases (e.g., That said, by contrast, in hindsight)

Functional language: hedging, qualifying opinions, presenting counter arguments, summarizing

Skill-Specific Approach

1. Reading

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

Academic articles and essays

Opinion and editorial pieces

Extended fiction and literary analysis

Technical documents (reports, white papers)

Cultural and historical texts

Multimedia and digital content

Focus skills: inference, tone, author intent, rhetorical devices, summarizing, critical evaluation

2. Listening

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

Academic lectures, expert panels

Complex interviews and debates

Podcasts and long-form journalism

Films, documentaries, and real-world media

Discussions involving interruption, disagreement, and layered viewpoints

Focus skills: gist, inference, speaker perspective, evaluative listening, note synthesis

3. Speaking

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

Debates, negotiations, and problem-solving discussions

Academic presentations with visual support

Simulations (e.g., mock conferences, job interviews)

Collaborative project-based tasks

Reflective and analytical speaking (e.g., responding to quotations or case studies)

Functional language for managing discourse, argumentation, and nuanced communication is emphasized.

4. Writing

Discursive and argumentative essays, demonstrating nuanced analysis and synthesis of ideas.

Formal and semi-formal correspondence, including letters, emails, and applications tailored to context.

Reports, proposals, and executive summaries, with clear organization, evidence- based reasoning, and persuasive recommendations.

Critical reviews and reflective writing, showing depth of insight, evaluation, and personal engagement. 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.

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. 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

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

Type of Assessment: Final / Continuous, percentage breakdown, type of assessments Examples: The course in C1 English includes continuous assessment (30%) and a

final assessment (70%).

- Continuous assessment is based on:

Written work assigned in class: 20%

Presentation: 10%

- The final assessment consists of an oral exam (10%) and a written exam (60%).

- Final assessment is based on:

Oral examination (CAE parts 1+ 2): 10%

Written examination (grammar, vocabulary, reading and listening): 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.

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 inthe 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: Please send me an email to book at meeting **jlytham@unav.es**

BIBLIOGRAPHY: English File C1: Student book and Workbook with Digital Pack, Fifth Edition. Oxford University Press ISBN 978-0-19-414722-4 *(Multi-pack book available, for students who are only taking the course for the 1st Semester) Please send me an email if you would like more information on the multi-pack book.*