



Universidad
de Navarra

Inglés C2.1: Curso General P2
Guía docente 2025-26

PRESENTATION

This is the second part of a two-semester program designed to consolidate and extend learners' mastery, sophistication, and spontaneity in English at the C2 (Proficiency) level. This course emphasizes the nuanced refinement of language systems alongside expert communication skills across all four core domains: reading, listening, speaking, and writing. Through engagement with intellectually demanding, authentic materials and contemporary global issues, the program aims to develop not only near-native linguistic accuracy but also advanced academic literacy, critical analysis, and intercultural sensitivity. Learners are encouraged to interpret and produce complex texts with subtlety, express themselves with precision and elegance, and confidently tailor their language to diverse professional, academic, and social contexts.

This course is intended for students of English as a foreign language who have successfully completed a C1 level or its equivalent.

To enrol, it is necessary to take a placement test at the Instituto de Idiomas:

<https://forms.gle/Akb9Rzh3Tqcmraaz6>

Semester: Second

Type: General, Elective (depending on Faculty)

ECTS: 3

Professor: María Teresa López Vázquez

Language: English

Schedule: Tuesdays and Thursdays. 8.00-9.30h.

Classroom: Aula 15 Biblioteca de Ciencias

Start and End Dates. [Link to Academic Calendar](#)

SKILLS AND COMPETENCIES

At the C2 (Proficiency) level, learners demonstrate near-native command of English, understanding virtually everything heard or read with ease, including highly complex, abstract, or nuanced material. They can effortlessly grasp implicit, figurative, and idiomatic meanings in a wide variety of contexts, including subtle distinctions of tone and style.



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In reading, C2 learners can comprehend and critically evaluate a broad spectrum of texts, from literary works to highly specialized academic or professional documents, even when these contain unfamiliar terminology or intricate argumentation. They detect implicit meaning, irony, and rhetorical devices, allowing them to interpret texts on a deep and sophisticated level.

Regarding spoken interaction, learners at this level communicate with fluency, precision, and sensitivity to context, effortlessly adapting their language to suit formal, informal, academic, or professional situations. They can participate fully and persuasively in complex discussions, debates, and negotiations, formulating nuanced arguments and responding to subtle cues from other speakers.

For spoken production, C2 learners are able to deliver articulate, well-structured presentations or speeches on complex subjects, integrating multiple perspectives and responding spontaneously to questions or challenges. Their delivery is natural and confident, employing a wide range of vocabulary and idiomatic expressions with accuracy and style.

In writing, learners produce clear, coherent, and stylistically sophisticated texts on demanding topics, tailoring content and tone to specific audiences and purposes. They skillfully organize complex ideas and arguments, using a variety of cohesive devices and rhetorical strategies. Their writing includes in-depth essays, comprehensive reports, critiques, or formal correspondence that demonstrate critical insight and linguistic precision.

PROGRAMME

1. Themes

Themes are approached through a highly critical, interdisciplinary, and nuanced global lens, fostering independent and evaluative thinking across all skills. Typical themes include:

- Travel and Culture
- Knowledge, Education, Personal Finance
- Stages of Life, Becoming Independent, Maturity
- Consumerism, Advertising
- The Media, Famous People, Biographies and Documentaries
- Culture, Culture Shock, Celebrations.

2. Language Content

Learners refine and extend their control of subtle, highly sophisticated grammar, vocabulary, and discourse for precise, elegant, and persuasive expression:

Mastery of complex grammatical structures including gradable and ungradable adjectives with modifying adverbs; countable and uncountable nouns, pronouns and articles.



Advanced syntactic structures: cleft sentences for emphasis, relative clauses and ellipsis for style

Multi-layered reported speech with modality shifts and embedded discourse

Extensive use of idiomatic expressions, phrasal verbs, collocations, and sophisticated discourse markers (e.g., "notwithstanding," "all things considered")

Pragmatic functions: hedging, mitigation, strategic ambiguity, irony, and sarcasm

Register and style adaptation for different audiences, including academic,

Professional, and creative contexts

3. Skill-Specific Approach

3.1 Reading

Learners critically analyze a diverse range of authentic, highly demanding texts:

In-depth opinion editorials and polemical writing

Complex literary texts, including experimental fiction

Historical, philosophical, and cultural discourse

Multimodal texts, including digital and hypertext content

Focus skills: Critical interpretation, rhetorical nuance, intertextuality, authorial intent, argument deconstruction, evaluative synthesis

3.2 Listening

Materials reflect natural, native-level, and expert discourse, including complex interactions and nuanced viewpoints:

Sophisticated interviews, panel debates, and interdisciplinary discussions

Podcasts, investigative journalism, and narrative nonfiction

High-level documentaries, film analyses, and media critiques

Dialogues with implicit meaning, irony, and layered perspectives

Focus skills: Deep inference, pragmatic meaning, speaker attitude, argument evaluation, complex note-taking, synthesis of multiple sources

3.3 Speaking

Students engage in highly demanding spoken tasks that require strategic thinking, rhetorical skill, and creativity:

Assimilation and production of ideas and language: summarising information



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and arguments from different spoken and written sources and presenting them coherently and consciely.

Collaborative work with others: exchanging ideas and working towards a decision.

Interaction with others: initiating and responding to discourse.

Self-expression: expressing and justifying one's own opinions, exchanging ideas with others.

Focus: Mastery of discourse management, persuasive language, tactful disagreement, sophisticated turn-taking, and style modulation

3.4 Writing

Emphasis on producing clear, well-structured, and highly sophisticated written work tailored to purpose and audience:

Essays analysing complementary texts.

Reports based on information input.

Magazine articles focusing on personal viewpoints and narratives.

Reviews of films, books and cultural events

Analytical and reflective writing incorporating meta-cognitive and intertextual elements

Focus: Coherence, cohesion, precision, lexical richness, advanced grammatical control, stylistic awareness, and register adaptation

EDUCATIONAL ACTIVITIES

At the C2 level, learners demonstrate near-native proficiency and are expected to function effectively in highly complex communicative environments. Classroom instruction centres on refining subtle aspects of language use, such as tone, register, stylistic variation, and rhetorical effectiveness. Activities challenge learners to engage critically and creatively with abstract ideas, ambiguous texts, and culturally embedded content. Precision, sophistication, and adaptability in language are key goals, with learners actively producing and evaluating discourse across academic, professional, and social contexts.



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Classroom Activities

Interpretation and Deconstruction of Complex Texts (e.g. literary works, academic discourse, satire)

Critical Listening for Subtext, Irony, and Rhetorical Strategy

Sophisticated Speaking Tasks: Panel Discussions, Academic Debates, and Improvised Argumentation

Advanced Writing: Position Papers, Reflective Essays

Stylistic Grammar and Lexis in High-Level Discourse (e.g. metaphor, connotation, hedging, tone-shifting)

Activities Outside the Classroom

Independent Projects: Research, Presentations, or Essays on Global and Interdisciplinary Issues

Engagement with High-Level Authentic Materials (e.g. TED Talks, scholarly journals, opinion editorials, documentaries)

Precision Practice: Refining Idiomatic Usage, Cultural Nuance, and Language in Context (e.g. academic, literary registers)

Peer Review and Self-Assessment Using Rubrics for Advanced Fluency and Accuracy

EVALUATION

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

ORDINARY CALL / FIRST SITTING

Type of Assessment:

The General English C2 course includes continuous assessment (20%) and a final assessment (80%).

Continuous assessment is based on written tasks (10%) and an oral presentation to the class (10%).



The final assessment consists of an oral interview with one other student and the class teacher (10%) and a written exam (70%).

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.

Evaluation criteria will take into account content knowledge of grammar and vocabulary and also skills specific aspects of listening, speaking and writing.

All participants will receive a final grade that reflects 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:

1. One 90-minute written exam, including listening comprehension, reading comprehension, written expression, grammar, and vocabulary.
2. 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:

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



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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

IMPORTANTI: Students with special educational needs must contact the Faculty's 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.

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.

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.

OFFICE HOURS

By appointment only

- Office: **Edificio Amigos** (Sala de Profesores, Instituto de Idiomas)
- By email: pbentham@unav.es

BIBLIOGRAPHY

Close-up C2 Student's Book. Angela Bandis, Diana Shotton. National Geographic Learning
2018. ISBN:978-1-4080-9833-2

Recommended:

Close-up C2 Companion Booklet C2. Liz Gardiner. National Geographic Learning
2019. ISBN: 978-1-4737-6532-0

Close-up C2 Workbook. Phillip McElmuray. National Geographic Learning 2018
ISBN: 978-1-4080-9838-7