90 HOURS PROGRAMME
LEVEL C2

Although level C2 has been called "Mastery" this does not imply native user ability or anything near native user level. It aims to describe the level of accuracy, correction and ease in the use of the language, which typifies that of outstanding students.

GENERAL AIMS

On completing this course, students should be able to:

Speaking

- Have available linguistic and non-linguistic resources, as well as sufficient productive knowledge to face all kinds of situation, including unexpected ones, and complication that may arise.
- Express oneself in the language with accuracy, correctness and ease and be able to transmit subtle shades of meaning.
- Produce clear, fluent and well-structured discourse, the logical structure of which is efficient and helps the listener to focus on the significant elements.
- Use different registers without problems and have good control of colloquial expressions and sayings.
- Confidently present complex topics in an eloquent manner to an audience that it not familiar with the subject. Structure and adapt discourse with flexibility to satisfy the needs of the listeners. Successfully face difficult and even hostile questions.
- Know how to deal with the difficulties of communication in particularly delicate situations with such ability and discretion that the other person barely notices.
- Plan what needs to be said and the means to say it in complex situations and consider the effect that this may have on the listener.
- be able to mediate efficiently among Spanish speakers and take into account their socio-cultural and sociolinguistic differences.
- Substitute one word that cannot be recalled for another with another similar one in such a way that it can barely be noticed.
- Converse comfortably and adequately in all kinds of situation.
- be able to formulate thoughts with precision, place emphasis and deal with ambiguity.
- Be able to understand easily any kind of speech including that at the speed of native speakers, both in direct conversations and indirect discourses.
- Understand conference and other specialist presentations that contain a high degree of colloquialism, regionalism or unusual terminology.
- Extract specific information from complex, low quality public declarations with distorted sound quality; for example: at the airport, at the basketball court, etc.
- Transmit the content of texts without difficulty through the handling and combination of different sources and reconstruct arguments and stories in a coherent presentation of the general result.

- Understand complex technical information given orally, such as game rules, bureaucratic language, etc.
- Assimilate any recorded and broadcast material - including specific uses that are not usual - and identify all points of view and all the attitudes of the speaker as well as the essential content of the information.
- Understand films using slang or colloquial language and idiomatic expressions of all kinds.
- Understand any speaker including native speakers, even when they are talking about abstract and complex subjects outside their specialist field.

Writing

- Interpret idiosyncratic conventions of Hispanic culture and the traits of the type they belong to.
- Write complex texts with clarity and fluency in a n appropriate, efficient style with a logical structure.
- Adopt a critical attitude in interpreting texts, recurring to ones own system of references and ones own skills.
- Write complete, attractive stories and descriptions of experiences with clarity and fluency, and in a style that is appropriate to the literary genre chosen.
- Transfer information without risk of loss of details, reconstruct or repair badly constructed texts and correct omissions, losses, etc.
- Write complex reports, papers and articles with clarity and fluency. Write texts that present an argument or a critical appreciation of literary works or research projects.
- Know how to give texts an appropriate structure and adequate logic to help readers to find the main ideas.
- Overcome difficulties of written expression with such discretion that the reader barely notices.
- Interpret text messages and identify the main ideas, secondary ideas and the details, as well as the relationships established between all elements.
- Understand and interpret in a critical manner any type of written text, including abstract or complicated texts, or literary and non-literary texts with many colloquialisms.
- Understand any type of correspondence without the use of a dictionary.
- Interpret in details any series of extensive and complex texts found in social, professional or academic life, and identify the most subtle details and opinions, both implicit and explicit, they contain.
- Know how to write any kind of academic text correctly and with a logical structure.
- Create coherent and cohesive texts making complete and appropriate use of a variety of organisational criteria and a broad range of devices for cohesion.

Speaking-writing activities

- Be aware in public presentations of the consequences and allusions of what it said and be able to take notes of all of them as well as the speaker's exact words.
- Have sufficient ability to use the contextual, grammatical and lexical clues to infer attitude, state of mind and intentions and to forecast what will happen to be able to transform oral information into written text.
- Transfer spoken discourse to written discourse with absolute precision with all shades of meaning, and be able to use a wide range of modification procedures.
- Be able to overcome conversation difficulties (spoken-written activities) with such discretion that the reader barely notices.
- Take advantage of a broad and reliable command of a complete repertoire of linguistic elements to formulate (speaking-writing) thoughts with precision, place emphasis, differentiate and eliminate ambiguity.
- have a good command of a broad range of vocabulary, which includes idiomatic and colloquial expressions. be able to appreciate levels of connotative meaning.

- Maintain constant control of grammar in a full linguistic repertoire, even when attention is focussed on other activities: for example, planning what comes next, planning other people's reactions, etc.

FUNCTIONS

Informative function
- Demand explanations using a recriminatory tone. e.g. A Santo de queue esters aqua a esters horns.
- Give information in reply to a negative statement. e.g. Me pierce queue no me quire nada. / - ¡Como no tee van a queerer is seta loco poor it!
- Ask for confirmation in a roundabout way. e.g. ¿Me equivoco al pensar que…?
- Ask for information by questioning information received previously. e.g. ¿No creerás que…?

Evaluative function
- Ask for appraisal. e.g. ¿Cuento con / Das tu beneplácito / visto bueno…?
- Express approval and apply the principle of authority. e.g. Cuenta con… / Le doy mi beneplácito / visto bueno.
- Express disapproval and apply the principle of authority. e.g. No estoy dispuesto a tolerar / a consentir…
- Express complete agreement. e.g.: Así se habla / Bien dicho.
- Present an appropriate counterargument for any contextual register. e.g. No discuto que…, sin embargo / ahora bien...
- Express a lack of memory through colloquialisms. e.g. Se me ha ido el santo al cielo.

Expressive function
- Express aversion. e.g. Me da grima / dentera; Me repatea…
- Express any kind of feelings with the desired shade of meaning or emphasis. e.g. Siento un escaso aprecio hacia su persona.

Inductive function
- Influence the speaker in a clear and simple manner. e.g. Coges, le quitas la piel, lo cortas en trocitos y te lo comes.
- Ask a favour, or for objects and help directly, politely or in a veiled manner . e.g. Échame un cable.
- Cheer someone up, calm them down or console them with the desired degree of involvement. e.g. Peor sería / hubiera sido peor…
- Promise and commit oneself in a convincing manner to gain the trust of the other person. e.g. Tiene nuestro más firme compromiso (de que…).

Social function
- Greet someone formally according to the appropriate social conventions. e.g. Ilmos. Sres.
- Respond to a greeting with the aim of not stopping to strike up a conversation. e.g. Ya hablaremos, voy con prisa.
- Welcome someone in an appropriate register in complex situations. e.g. Nos sentimos muy honrados de tenerlo entre nosotros estos días.
- Respond to an apology in a formal register and in writing. e.g. Disculpamos el retraso de la entrega del pedido, pero les rogamos que en el futuro…

Meta-linguistic function
- Ask about the general state of things and respond, indicating what is not going well. e.g. Te mentiría si no te dijera…

- Introduce the subject of a story or account and react by impeding the story from being started. e.g. Siento dejarte con la palabra en la boca, pero…(es que) …
- Reject a topic or part of a topic and emphasise its lack of relevance and appropriateness. e.g. Ese tema, mejor ni tocarlo, ¿no te parece?
- Reject closure of a topic by the introduction of a new topic in a formal register. e.g. Espere, hay algo que… / hay una cuestión que se me olvidaba…

GRAMMATICAL CONTENT

Concepts of grammatical terminology

Affixes and derivation
- Of negation (*a- / an-*, etc.). e.g. apolítico.
- Of place (*ante-*, etc.). e.g. antesala.
- Of time (*post-*, etc.). e.g. postmodernismo.
- Of quantity and size (*mono-*, etc.). e.g. monoparental.
- Of intensification (*archi-*, etc.). e.g. archifamoso.

Sentence order
- Optional collocation of an element quantified by *más* / *menos* before the verb in superlative syntagmas containing a relative sentence. e.g. El que más aplausos obtuvo / El que obtuvo más aplausos.
- Dislocation of syntagmas starting with *bonito, vaya, menudo* and other exclamatory devices. e.g. En bonito lío me has metido.

Coordination and juxtaposition

Conjunctions
- Copulatives (y, e, ni que, etc.).
- Disjunctive (o, ora, etc.)
- Distributive (bien… bien, ya… ya, etc.)
- Adversative (no obstante, etc.).

Indicative mode/subjunctive mode: special cases:

Subordinate clauses inclined according to Direct Object with verbs that alternate indicative and subjunctive with a change of meaning. e.g. No vio que estuvieras tan agobiada / No vio que había una farola y se estrelló. Él entiende que esta es la mejor manera de solucionar el problema / Él entiende que reacciones así.

Subordinated relative adjectival clauses
- With unspecific relative clauses in indicative and subjunctive. e.g.: Dondequiera que voy / vaya siempre encuentro amigos.
- As a predicative particle. e.g. La vi que se ponía mala
- Relative particles juxtaposed with previous relative pronouns: e.g. Hablamos de la crisis. Asunto que no nos afecta.
- Emphatic relative clauses. Exclamations and non-exclamations. e.g. A saber el dinero que habrá ganado por eso / ¿A saber cuánto dinero habrá pagado por eso?

Subordinate adverbial sentences
- Of delimitation introduced by *desde que / hasta que* with the imperfect subjunctive, literary, stylistic or journalistic register. e.g. Es el primer comunicado desde que se produjeran los incidentes. No abrió la carta hasta que llegara él.
- Of temporality in restrictive cases. e.g. Es cuando yo te falte al respeto cuando tú me podrás hablar así.

- Of place introduced by *donde* followed by a noun. With no express antecedent. e.g. Estoy donde la cervecería.
- Introduced by *como que* plus indicative. As an action through comparison with a hypothetical action: conditional nuance. e.g. Hace como que no tiene idea.
- Of cause, intensive, with consecutive nuances, introduced by *de* plus emphatic structure. e.g. No se le veía el cuerpo de tantos paquetes que llevaba.
- Of finality with *para que* plus subjunctive, to express unconformity with the result. e.g. Me he vestido de gala para que no me hiciera caso. Of finality with *a* plus infinitive. e.g. Temas a tratar.
- Of conditions with simple future and past subjunctive in specific language (legal administrative jargon). e.g. Si hubiere / hubiere habido una disposición contraria… Condition with *de* plus simple or composite infinitive. e.g. De haberlo imaginado, no te lo habría dicho. Of condition with imperative plus *y / que* to express a threat. e.g. Atrévete a hacerlo y verás.
- Consecutive type introduced by *con que* in an informal register and equivalent to *así es que*. e.g. No tengo tiempo para tonterías, con que sal de aquí. Consecutive exclamation with *como que* as an intensifier to what was said previously. e.g.: ¡Como que no quería ni enseñármelo! Consecutives with other links and connectors (*de tal suerte que, tal que, así…que, una de…que, cada…que,* etc). e.g. Actuó de tal suerte que todos nos sentimos ofendidos. Era de un educado tal que saludaba a todo el mundo. Así fue su comportamiento que todos los invitados se marcharon. Tenía una de dolores que no podía levantarse de la cama. Tiene cada salida que…
- Of comparison introduced by *tan…como* to compare different qualities for different subjects. e.g. Es tan sincero como yo tonto. Of comparison introduced by *como* followed by a correlative expression in a literary register. e.g. Como el avaro del cuento, así tú cuentas cada día tu dinero. Of comparison with a consecutive value introduced by *cuanto más / menos,* with a sense of progression. e.g. Hará menos cuanto más le pidas.
- Of concession with correlative formulae. e.g. Que llore o que grite me importa poco.

Complex uses of prepositions (verbs regulating preposition). e.g. Después de haber deambulado por. Se alzaba ante él, etc.

The absolute particle. e.g.: Una vez abierta la impresora…

Indirect style. Specific verbs (*argüir, balbucear, gemir, clamar*, etc.) Quotations. Free indirect style.

Ser y estar. Special uses: changing of meaning of adjectives. The adjective and its position. e.g.*:* Es un pobre hombre / Es un hombre pobre.

Punctuation marks in formal and academic texts.

Rules for accents
- Diacritic tilde: Adversative/adverbial conjunction: *más.*
- Double accentuation: *adecua / adecúa.*

Connectors in the sentence (coherence of academic discourse)
- Elements of discourse and vocabulary (sematic fields, specific academic language, etc.).
- Formulae for transition.
- Thematic progression of texts.
- Textual coherence in academic language.

GRADING SYSTEM

Our grading system takes into consideration the student's progression through the course: continuous assessment (30%) - and if the student achieves the course objectives or not - final exam (70%).

● **Continuous Assessment:**

✓ **Class work.**

✓ **Assignments**.

✓ **Tests**. During the course some of the exercises will be rated: Reading comprehension, listening comprehension and written expression.

Students will be tested twice during the course: prior to the mid-term and during the second part of the course. These tests will be conducted as class exercises and not as partial exams, that is with no prior notification.

✓ **Professor's Evaluation**

Evaluation of the learning progression, participation in class and attendance.

By the middle of the course, there will be a mid-term report with information from the first part of the course. These reports will be delivered to students and will be discussed individually in personal tutorials that will take place during class hours.

● **Exam and Certification**

The final exam consists of 5 sections. Students must complete at least 50% of each in order to pass.

Writing	15 points
Speaking	15 points
Reading Comprehension	15 points
Listening Comprehension	15 points
Grammar and Vocabulary	10 points
Total	70 points

The result in the exam (70 points) combined with the continuous assessment (30 points) result in the following grading:

Grading	
Fail	0 – 6,49
Pass	6,50 – 7,49
Good	7,50 – 8,99
Excellent*	9,00 – 10,00

Excellent is reserved to exceptional cases.

Those students who achieve 6.50 or more will get the corresponding certificate of the level.

TEACHING MATERIAL

Texts books

E. López López, María Rodríguez Castilla, Marta Topolevsky Bleger, *Procesos y recursos*, Editorial Edinumen.

Grammar resources

Dictionaries