



## *Inglés online avanzado P3* *Guía docente 2025-26*

### **PRESENTATION**

This is a course 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: First
- Type: General, Elective (depending on Faculty)
- ECTS: 3
- Professor: María Teresa López Vázquez
- Language: English
- Schedule: Tuesdays and Thursdays. 8.00-9.00h.
- Classroom: Online
- Start and End Dates. Thursday 1st October 2025 - Thursday 27 November 2025 [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.

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. 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 verb forms, including present, perfect tenses, used to / would, simple and continuous tenses, future forms, the passive and the passive causative with get.
- Advanced syntactic structures: inversion, so and such, fronting for emphasis.
- Modal verbs and semi-modals expressing complex degrees of certainty, obligation, and hypothetical scenarios
- 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

### 2. Skill-Specific Approach

#### 2.1 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

#### 2.2 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

#### 2.3 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 and arguments from different spoken and written sources and presenting them coherently and consciously.
- 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.



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

## 2.4 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.

### 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

### Assessment

- There is no final exam at the end of the course. (to be confirmed)
- The final grade for the course is based on class attendance (for FUNDAE students)

### Attendance

- University personnel are entitled to a 75% discount in tuition fees. The remaining 25% is made up by FUNDAE, if all the requirements are met.



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- FUNDAE requirements state that attendance to the course must be at least 75% of online class connection time, over the total number of sessions programmed; thus ensuring participation and benefit from the course. The connection is registered automatically from Google MEET and is administered by "Secretaría del Insituto de Idiomas" (idiomas@unav.es)

## Office Hours

- By prior arrangement via ADI messages or email: mtlopez@unav.es
- Office: Sala 3050. Biblioteca de Ciencias or Online (Google Meet)

## Bibliography

Material will be taken from a variety of online sources and in particular:

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