## 7.8. RECURSOS LINGÜÍSTICOS C2.2

Los objetivos, las competencias, los contenidos y los criterios de evaluación del C2.2 son comunes a los de C2.1.

En este curso C2.2 se llevará a cabo un refuerzo de los recursos programados en el curso anterior (ver programación de C2.1), y un uso contextualizado de los que se listan a continuación, para poder llevar a cabo con éxito las actividades y funciones comunicativas específicas del nivel.

**Contenidos Específicos para el C2.2. Curso 26-27. Método Breakthru.**

| | UNIT 6 | UNIT 7 | UNIT 8 | UNIT 9 | UNIT 10 |
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| **TOPICS** | Modern art and aesthetics<br>Funding of the arts<br>Creativity and freedom of expression<br>Shock value<br>The music business, music genres<br>The film industry<br>The me-too movement in Hollywood | Marriage, love, romance, sex in today's world<br>Dating, the science of attraction<br>Secrets, deception and infidelity<br>Toxic relationships<br>Finding or choosing one's "tribe"<br>Bouncing back from breakups, fixing relationships, growing and maturing from relationships<br>The decline of marriage | Modern addictions<br>Hedonism and immediate gratification<br>Pornography and hypersexualization<br>Social media addiction. Digital detox<br>Body image and self-esteem<br>Sports and exercise<br>Fighting, contact sports and violence in society<br>Law enforcement and criminal justice<br>The fitness industry<br>Nutrition and fad diets<br>Bodybuilding and its dangers | Ideas and beliefs<br>Biases, dogmas and echo chambers<br>Ideologies and peer pressure<br>The media narrative.<br>Divisiveness and polarization<br>Cancel culture<br>Science research and information for the masses<br>Environmental concerns<br>Climate change and denialism<br>Diet and carbon footprint: Veganism | Artificial intelligence and information warfare<br>Stoic mindset<br>Reliability of current sources of information<br>How surveillance technology is used by companies and governments<br>The case of China's social credit system<br>Humor, comedy and censorship<br>The passing of time and memories<br>Aging |
| **WRITTEN COMPREHENSION** | Gapped sentences<br>Multiple matching: statements mentioned in reviews | Gapped sentences<br>Reading a glossary of modern dating expressions | Word formation<br>Multiple choice<br>Gapped paragraphs and gapped sentences | Multiple matching<br>Matching headings and paragraphs | Gapped sentences<br>Matching headings and paragraphs |
| **ORAL COMPREHENSION** | Open questions<br>Multiple matching | True or false statements according to the content of an interview | Identifying concepts or statements mentioned in an audio/video | Open questions<br>Multiple choice<br>Matching speakers and their statements in a debate | Open questions<br>Multiple choice<br>True or false<br>Sentence completion |

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| | Matching statements to speakers<br>Sentence completion<br>Multiple choice | Selecting statements mentioned during a podcast<br>Multiple choice | Taking notes while listening to an audio<br>Open questions<br>Multiple choice<br>True or false<br>Sentence completion | Sentence completion<br>True or false | |
| **MEDIATION** | Summarising opinions on the topic of "Should the arts be publicly funded?"<br>Informing about a "what's on guide" with the cultural activities in the town | Describing information about statistics regarding infidelity<br>Summarising a leaflet about eliminating toxic influences | Summarising the content of a video about food addiction<br>Summarising information about digital declutter and digital detox<br>Summarising a tutorial about moves in martial arts<br>Informing about nutrition and meal plans | Informing about a nutritional rating system | Summarising an article about sports psychology and how to manage high expectations<br>Explaining jokes and a comedian's humor style or performance<br>Interpreting a graph and describing it for someone |
| **ORAL PRODUCTION** | Discussion: What makes a work of art? Has modern art degraded?<br>Discussing the limits of free speech, hate speech<br>Discussion: Separating art from the artist<br>Talking about music, describing songs, bands, etc<br>Discussion: Cultural appropriation vs cultural exchange<br>Talking about cinema, describing films<br>Talking about the quality of modern cinema | Discussing attractiveness from both men and women's point of view and the role of biology in it<br>Discussing online dating. The evolution of dating and types of relationships<br>Discussing dating tips<br>Discussing a quiz<br>Discussion on cheating and red flags in a romantic relationship<br>Discussing toxic relationships and how to deal with them<br>Discussing communication in a relationship<br>Discussing strategies to handle a breakup | Discussing the nature of addiction<br>Giving advice to a friend who is addicted to something<br>Discussing the infantilization of Western culture<br>Talking about smartphone addiction and digital detox<br>Discussing the relationship between social media and emotional and mental disorders<br>Describing active or inactive lifestyles<br>Discussing qualities of contact sports fighters<br>Discussing the fitness industry, behaviors in gyms and body positivity | Discussing critical thinking<br>Discussing confirmation bias and polarization<br>Talking about the reliability of scientific reports<br>Discussing elements that dangerous for one's health<br>Discussing the relationship between consumption and carbon footprint<br>Discussing actions that can be detrimental or beneficial for the environment<br>Discussing the criticisms of the idea of climate change | Discussing the idea of happiness<br>Discussing the term "anticipatory anxiety"<br>Talking about why people tend to focus too much on the negative<br>Discussing personal data and computer algorithms<br>Discussing fact-checking of information that we can find online<br>Discussing different types of humor<br>Discussing comedy and political correctness.<br>Discussion: The limits of humor<br>Talking about the midlife crisis |

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| | | | | | Talking about the human search of longevity and immortality |
| **WRITTEN (CO)-PRODUCTION** | Opinion article on freedom of speech and cancel culture | A post in a discussion forum | A comment on an internet forum thread | A proposal about an animal shelter | A letter to the editor: should a comedian be canceled? |
| **GRAMMAR** | Use of "either" and "neither"<br>Use of subordinating clauses of concession with "while" and "though"<br>The structure "adverb + adjective" to convey probability<br>Emphasizing adverbs<br>Expressions to show skepticism<br>"so-called"<br>Adverbs expressing doubt or skepticism<br>Adverbs + prepositional phrase "luckily for me"<br>Using "not in the least" / "the slightest"<br>Use of "and yet" as a connector of concession<br>"Not only… but also" (+ inversion)<br>Imperatives to express emphatic meanings<br>"dare"<br>Use of the "zero conditional" | Emphatic "do"<br>Ways of showing contrast: "while, notwithstanding"<br>The use of "obvious / obviously"<br>Mixed conditionals<br>Advanced adverbials related to time "if all of a sudden", "oftentimes"<br>Intensifying adverbs (strong adjectives, using "so/such + adjective"<br>Expressions for speculating: "may, might, be likely & unlikely"<br>Use of "myself"<br>Use of ellipsis (colloquial English)<br>Substitution<br>Use of adverb "rarely" as a verb pre-modifier<br>Use of "though" at the end of a contrasting clause<br>Use of "however" to introduce a conceding argument<br>Grammatical inversion with "only when"<br>Expressions for being vague "-ish", "thing" | Participle clauses / Compound adjectives<br>Non-defining relative clauses<br>"Hardly, barely, scarcely" vs "almost, virtually, practically"<br>The informal use of "look" to make a point<br>Expressions for speaking about tendencies: "have a propensity", "prone to"<br>The use of "let alone", "needless to say", "it goes without saying" to state the obvious<br>The use of "hold sb back", "set sb back" to speak about stagnation / not making progress<br>The use of gerunds as the subject of a sentence<br>Complex noun phrases with "little to no" + noun / use of "let alone"<br>Reflexive pronouns "I am not an aggressive person myself"<br>Clauses of contrast "much as I detest the idea of…"<br>I wish / if only<br>The use of "or else" to talk about the consequences | Comparative structures: "the more… the less"<br>Get + object + vb-ing<br>Grammatical inversion: "had it not been for"<br>Use of question tags in informal conversations<br>Academic English (especially suited for writings / essays): adverbs: therein, thereby, wherein, whereby, hereby, thereof"<br>The expression of emphasis: "outright" / "flat out" (used as an adjective and as an adverb)<br>The use of "lie behind, cause, spark off, breed, trigger, lead to, bring about, give rise to, can be linked to" to talk about cause and effect<br>Advanced passive structures (distancing)<br>Connecting conditionals<br>Expressions for talking about numbers, figures and statistics: suffix -fold, double, triple, quadruple, quintuple, outnumber by, roughly | The use of possessives / genitive case with ellipted noun (when it is obvious from the context)<br>The use of "may / might as well"<br>The use of "if only" for hypothetical situations in the past<br>The use of "myself" to emphasize<br>The use of "is nil" to express lack of knowledge / experience about something<br>Reporting verbs: verb + vb-ing / that clause (with verbs like "recommend", "suggest", "advise")<br>Reporting verbs: verb + to infinitive<br>The use of cleft sentences with "it" at the beginning<br>The use of "indeed, in effect", "de facto" to confirm what has been said |

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| | Superlatives with advanced expressions to show emphasis: “by far, hands down”<br>Intensifying the meaning of our ideas with advanced adverbials “through and through, utter, flat, downright”<br>Inverted statements to convey emphasis (informal)<br>Using whatever, wherever, however, whoever” as a subordinating conjunction<br>Expression of emphasis: exaggerating<br>Expression of emphasis: using extreme adverbs / adjectives | | of not doing something<br>The use of “absolutely, hands down, definitely” to intensify meaning<br>The use of the adverbial expression “after all”<br>Implying doubt “take something with a pinch of salt”, “raise one’s eyebrows”, “smell a rat” | | about something<br>The use of “so” / “such”<br>Emphatic devices: exaggerating “like one thousand years ago”, grammatical inversion “never in my life had I…”<br>The use of “render + adjective”<br>Advanced conditionals: “if it weren’t for”, “were it not for”<br>The narrative use of past tenses: “would” (vs “used to”) |
| **VOCABULARY** | Idioms<br>Phrasal verbs<br>Colloquial expressions<br>Collocations<br>Words related to the arts, cinema, music<br>Similar words with different meanings | Idioms<br>Phrasal verbs<br>Colloquial expressions<br>Collocations<br>The use of the emphatic “do”, the use of “myself”<br>Words related to flirting and dating (also, its slang), infidelity, breakups | Idioms<br>Phrasal verbs<br>Colloquial expressions<br>Collocations<br>Words related to addictions, mental health, violence and fight, health and fitness, the environment<br>The difference between “hold sb. back” and “set sb. back” | Idioms<br>Phrasal verbs<br>Colloquial expressions<br>Collocations<br>Words related to science, facts and ideas, beliefs and dogmas , data and statistics<br>Words related to humor, comedy, censorship and political correctness | Idioms<br>Phrasal verbs<br>Colloquial expressions<br>Collocations<br>Words related to health and happiness, Artificial Intelligence, information warfare<br>Words related to the passing of time |

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| **DISCOURSE** | Discourse markers:<br>And yet<br>Transitioning:<br>- To begin with<br>- As for…<br>- As regards…<br>- Regarding… | Discourse markers:<br>While<br>Notwithstanding<br>Anyway<br>Oftentimes | Discourse markers:<br>Look (informal)<br>Let alone<br>Needless to say<br>It goes without saying<br>Much as I…<br>Whether<br>Suffice to say<br>Or else,… | Discourse markers:<br>Had it not been for<br>Academic English (especially suited for writings / essays): adverbs: therein, thereby, wherein, whereby, hereby, thereof" | Discourse markers:<br>If only<br>Indeed<br>In effect<br>Whatsoever<br>Whatever<br>Conversation fillers to address awkward questions:<br>- Gosh<br>- Maybe<br>- Well |
| **FUNCTIONS** | Expressing probability<br>Reinforcing one's statements / opinions<br>Implying doubt / skepticism<br>Expression of emphasis: superlatives, exaggerating<br>Sequencing your ideas: transitioning "to begin with, as for / as regards"<br>Expressing no strong feelings / uncertainty "it's hard to say, really / it's complicated" | Showing contrast<br>Speculating<br>Introducing a conceding argument<br>Maintaining conversations: getting back to the topic ("anyway")<br>Being vague: "-ish", "thing" | Making a point using "look" (informal)<br>Speaking about tendencies<br>Stating the obvious<br>Speaking about stagnation<br>Expressing surprise<br>Expressing disbelief or skepticism<br>Talking about the consequences of not doing something<br>Introducing delicate or contentious ideas | Questioning dogmas / clichés / overgeneralizations (formal and informal expressions)<br>Talking about cause and effect<br>Talking about numbers, figures and statistics | Expressing hypothetical situations in the past<br>Expressing lack of knowledge / experience about something<br>Confirming what has been said about something<br>Emphatic devices: exaggerating<br>Putting forward hypotheses |