



Tune in

A2 to B1. Student's Book



Editorial
Universitat Politècnica
de València

Centro de Lenguas UPV: Cristina Pérez Guillot

Tune in

Improving oral skills
with auditory stimulation

English A2 to B1

Student's Book

Mike Bennett | Álvaro Capitán | Hernán Cerna | María Martínez Miquel
Yvonne McLucas | Cristina Pérez Guillot | David Rhead



UNIVERSITAT
POLITÀCNICA
DE VALÈNCIA



Editorial
Universitat Politècnica
de València

Edición a cargo del Centro de Lenguas, Universitat Politècnica de València

© de los textos: los autores

© 2020, Editorial Universitat Politècnica de València

Venta : www.lalibreria.upv.es / Ref.: 0735_04_01_01

Diseño y maquetación: Triskelion, diseño editorial

Imprime: Byprint Percom S.L.

ISBN: 978-84-9048-754-9

Depósito Legal: V-1182-2020

La Editorial UPV autoriza la reproducción, traducción y difusión parcial de la presente publicación con fines científicos, educativos y de investigación que no sean comerciales ni de lucro, siempre que se identifique y se reconozca debidamente a la Editorial UPV, la publicación y los autores. La autorización para reproducir, difundir o traducir el presente estudio, o compilar o crear obras derivadas del mismo en cualquier forma, con fines comerciales/lucrativos o sin ánimo de lucro, deberá solicitarse por escrito al correo edicion@editorial.upv.es.

Impreso en España

Acknowledgements

We would like to thank those people and institutions that have collaborated with and worked on the development of both the research project and this book. There may seem to be many of them, but without their help, the task would simply have been an impossible one:

Alejandro Jiménez Jurado, from Indeva, for his close collaboration, support and ideas from the very beginning and for being fundamental to the carrying out of the clinical audiometry trials.

At the UPV

To the Chancellor of the UPV, Dr. Francisco Mora, for listening to us and for taking that extra step, always encouraging us and showing satisfaction at the results.

Dr Virginia Vega, for backing us in our madcap venture from the word “go” and for making the work easy, forever solving any problems we might have with a smile on her face.

Dr Félix Buendía, for his professionalism and for the straightforward, practical creation of statistical data when we thought that it would be impossible to analyse all the information logically.

Dr Marta Conejero, for her insight into the Valencian language and its aural differences as regards Spanish; something we were able to verify from the listening tests.

Dr Fernando García and Dr Francisco Guijarro, for the hours they put into coordinating and preparing the participants, for their help with the logistics and for their overall vision of large-scale projects.

Dr Julia Zabala, for always believing that this project and its ramifications would be amazing.

Dr Rafael Rodríguez de Sanabria, for helping us to draw up the health questionnaire and, together with his medical team, for attending to all the people taking part in the project, and there were quite a few.

The teachers at the University’s Language Centre; Mike Bennett, David Rhead, Yvonne McLucas and María Martínez Miquel, who were always willing to help and demonstrated an exceptional work ethic. For lending us their voices, too. Without them, the work would have been arduous and complicated.

All the staff at the UPV’s Language Centre; Ximo, Concha, Jorge, Inma, etc., for their kindness and dedication and for the time they have selflessly invested in our project.

At Tomatis Developpement

Thierry Gaujeranges, who, in spite of some initial doubts over the magnitude of the task, followed his instincts and saw that not only were we telling him the truth but also that it would be the start of something big.

Gregoire Tomatis, for both congratulating us when we included the active phase in the project and also for providing the necessary material and equipment.

Marielle Subtil, who always urged us on to make what was once a dream come true. Thank you for believing in "your Madrid boys".

Valerie Gas, for her generosity when introducing us to and training us in, the Tomatis Method; and for being able to equip the university team with the knowledge needed to carry out the project.

Anna Batllori, for the number of technical consultations she had to deal with for us; although possibly easy to solve, they were overwhelming us at that time.

Prologue

Since December 2015 we have been carrying out a research project entitled “Neurosensory auditory stimulation: its effects on the comprehension and oral expression of English as a foreign language”.

The study is being directed and coordinated by Dr Carlos García Gallego and Dr Cristina Pérez Guillot. The team also includes Álvaro Capitán Soriano and Hernán Cerna Vergara, acting as consultants and experts in neurosensory auditory stimulation, who are both part of Isora Solutions S.L. with whom the UPV signed a framework collaboration agreement with the objective of carrying out the abovementioned project.

We would like to make special mention to Tomatis Developpement and their director Thierry Gaujerangues and his team. Without them and the trust they placed and all the technological support they have offered none of this would have been possible.

One of the first things to result from this research has been this book, in which we present a A2 to B1 course which incorporates stimulation, taking into account the Common European Framework of Reference level (CEFR), and language learning with a unique approach, where stimulation and learning complement each other leading to a more efficient learning process with particular emphasis on comprehension and oral expression. All the audios were recorded in collaboration with Alberto Sanpedro and treated for listening via the electronic ear by Tomatis Development.

This new stimulation programme was designed and developed by Hernán Cerna and Álvaro Capitán. The contents of this course were programmed in coordination with the stimulation phases designed in the programme. The course was designed by Cristina Pérez Guillot and developed with the participation of teachers from the UPV Centro de Lenguas: Mike Bennett, David Rhead, Yvonne McLucas and María Martínez Miquel.

This is the second course in a series for levels A2 to B1, B2+ to C1 and C1+ to C2. In addition, each of the courses has its corresponding teachers’ book will including a description of the method and recommendations for the use of the book in order to ensure that maximum use is made of the contents, facilitating an efficient learning process for the student.

Contents

Acknowledgements	iii
Prologue	v
Introduction. <i>Cristina Pérez Guillot & Carlos García Gallego</i>	1
Course Structure. <i>Cristina Pérez Guillot, Hernán Cerna & Álvaro Capitán</i>	3
Chapter 1. <i>Cristina Pérez Guillot & María Martínez Miquel</i>	9
Session 1. Topic: 'Hi, it's me!'	9
Session 2. Topic: 'Home sweet home'	15
Session 3. Topic: 'A day in my life'	23
Session 4. Topic: 'Work and study'	33
Session 5. Topic: 'My to do list'	41
Session 6. Topic: 'Animal world'	47
Chapter 2. <i>Cristina Pérez Guillot & Yvonne McLucas</i>	55
Session 1. Topic: 'Enjoy your meal!'	55
Session 2. Topic: 'The Sporting Life'	63
Session 3. Topic: 'Special Dates'	71
Session 4. Topic: 'It's a small world!'	79
Session 5. Topic: 'Never stop learning'	85
Session 6. Topic: 'Shop around'	91
Chapter 3. <i>Mike Bennett & David Rhead</i>	99
Session 1. Topic: 'Rules, rules, rules'	99
Session 2. Topic: 'Free time'	107
Session 3. Topic: 'A healthy life'	113
Session 4. Topic: 'Holiday Plans'	119
Session 5. Topic: 'A day out!'	125
Session 6. Topic: 'My life until now'	131
References	135
Appendixes	
Phonemic chart	137
Pronunciation Practice	138
Clock	139
Board game	140
Board game cards	141
Irregular Verbs List	147
Audio files links	150

Introduction

General reflections

Many factors affect the learning of a second language, what is clear is that it is not easy to acquire a balanced level over the four skills. In most cases, not even in our own mother tongue can we profess to have the same level in all of the linguistic skills. Although the difficulty in learning and therefore mastering the different skills may vary depending on the student's mother tongue, what we can say is that the skills which provide the greatest challenge are oral comprehension and expression.

We would like to underline the importance of listening skills over oral skills, one depends on the other, as when we speak, it is so somebody hears us and receives our message and thus an act of communication takes place. In this way, listening takes on a definite social component for us all. Oral comprehension is a process which is framed in a situational context, which will certainly determine the linguistic act itself, and refers to the circumstances of the act whether they be social, psychological, cultural, spatial, etc.

Oral comprehension, then, might be described as a communicative skill which takes on the entire process of interpretation of the discourse, from decoding the chain of phonics (phonemes, syllables, words, etc.) to interpretation and comprehension on the part of the listener. In this sense, the process is no longer merely receptive and it is necessary for the listener to be an active component in the process of communication.

The courses presented in this book have a common and primary objective, to improve oral comprehension and expression, however, we must highlight the fact that its content is not only language learning via the electronic ear, but also by way of neurosensory auditory stimulation. The stimulation phase was designed taking into account the level in accordance with the Common European Framework of Reference for languages (CEFR) and, in this way, it is integrated with the language learning programme which is adapted to the stimulation periods.

We should, however, state that although, as we have indicated, there is a direct relation between the stimulation phases and the language training, the programme presented here can also be used as a standalone course separate from the stimulation. The processes complement each other but are not 100% dependent on each other.

We know that by way of auditory stimulation it is possible to broaden the range of frequencies that we are capable of processing. The auditory stimulation consists, firstly, in receiving filtered Mozart music via the ear and also via bone conduction. There are subtle changes of timbre and intensity in the music in order to "to surprise the brain". One of the principal objectives of the Tomatis method is to open up the ear to the full range of frequencies. The aim of the language integration programme is to enable the ear to adapt to the sounds, frequencies and rhythms of the target language.

A "gift for languages" is not so much a gift for speaking them as a "gift for hearing them" (A. Tomatis)



Course Structure

Introduction

As we have previously mentioned, a lengthy research process led to the development of a new way of understanding and programming the training process. This new methodological approach consists of several phases in which linguistic stimulation and training are interrelated. The main contribution of our research has been that of proving that neurosensory stimulation is more efficient when the linguistic proficiency of the students is taken into account.

There is a five-phase structure to this course. The contents of the differing phases of language training are closely linked to the stimulation process, although they can also operate independently. One of the innovations is that, in addition to the use of filtered music for the purposes of distinguishing between sounds, both active and passive phases are incorporated from the very first stimulation phase. To this end, part of the course contents is used not only to acquire better listening skills but also for repetition purposes in such a way that we help the students to improve not only their capacity for comprehension and expression by means of neurosensory stimulation, but also their overall language skills. The training sessions will include pronunciation practice using specially-designed tools, such as Forbrain or Pronounce. The course "*Improving oral skills with auditory stimulation, A2 to B1*", consists of 5 phases which take place throughout the year with a total of 120 hours, including stimulation and on diferentes.

Before taking a look at the contents of the language training corresponding to each one of the groups, which, in turn, match a level of the CEFR, we must first emphasise what makes these courses different. The contents of the different phases of language training are directly related to the stimulation process. In this way, we establish a relationship between stimulation and training, thus, making our objectives easier to achieve. The course, nevertheless, can be followed independently to the stimulation phases.

The innovation of the methodology resides in the fact that the contents are adapted to a sound-based learning process, which focusses directly on improving oral comprehension and expression.

Course structure language training + stimulation

Course of three days a week, 2 hrs 30 min

PHASE 1

- Listening test
- Sessions of 2 hrs 30 min: 1hr 30 min stimulation + 1 hour language training. 4 Weeks
- Opening up of the ear: 1 hr passive / 30 min active
- Language training: 1 hr (12 hrs, 6 two-hour modules)

PHASE 2

- Only language training: module 12 hours
- Sessions of 2 hrs 30 min: 1hr 30 min stimulation + 1hr language training. 4 Weeks
- Intensive: 1hr passive / 30 min active
- Language training: 1 hr (12 hrs, 6 two-hour modules)

PHASE 3

- Only language training: 18 hrs
- Sessions of 2 hrs 30 min: 1hr 30 min stimulation + 1 hr language training. 4 Weeks
- Intensive: 1hr passive / 30 min active
- Language training: 1 hr (12 hrs, 6 two-hour modules)

Language content Level A 2 to B1

Chapter: 1

Session 1. Topic: 'Hi, it's me!'

- Sound /æ /.
- Vocabulary: numbers. Family members.
- Grammar: verb be. Question words.
- Speaking: dialogue: talking about your family.

Session 2. Topic: 'Home sweet home'

- Sound /e /.
- Vocabulary: numbers. Parts of the house. Things in the house.
- Grammar: have got. Revision verb be.
- Speaking: dialogue: renting a house.

Session 3. Topic: 'A day in my life'

- Sound / ɪ /.
- Vocabulary: days of the week. Months. The alphabet. Everyday activities.
- Grammar: present simple. Adverbs of frequency. How often.
- Speaking: daily routines.

Session 4. Topic: 'Work and study'

- Sound / ɒ /.
- Vocabulary: work and study.
- Grammar: revise present simple. Prepositions of time.
- Speaking: dialogue: routines.

Session 5. Topic: 'My to do list'

- Sound / u: /.
- Vocabulary: daily activities.
- Grammar: likes and dislikes.
- Speaking: asking about likes and dislikes.

Session 6. Topic: 'Animal world'

- Sound: / ə /.
- Vocabulary: animals. Abilities.
- Grammar: can. Revision be, have got, present simple.
- Speaking: guessing game.

Chapter 2

Session 1. Topic: 'Enjoy your meal!'

- Sounds / m /, / n /.
- Vocabulary: food and drink.
- Grammar: (revise countable / uncountable) – there is / are – a / an – some / any.
- Speaking: shopping for food.

Session 2. Topic: 'The Sporting Life'

- Sound / r /
- Vocabulary: sport.
- Grammar: (revise present simple) - present continuous.
- Speaking: interview.

Session 3. Topic: 'Special Dates'

- Vocabulary: months and dates / special days.
- Grammar: was / were – past simple affirmative – regular verbs.
- Speaking: dialogue – special dates / celebrations.

Session 4. Topic: 'It's a small world!'

- Sounds / g /, / w /.
- Vocabulary: travelling.
- Grammar: past simple negative and questions – ago, last, in.
- Speaking: at a travel agency.

Session 5. Topic: 'Never stop learning'

- Sound / d /.
- Vocabulary: classroom equipment.
- Grammar: past simple – irregular verbs.
- Speaking: dialogue.

Session 6. Topic: 'Shop around'

- Sounds / f /, / v /.
- Vocabulary: clothes, shops, colours.
- Grammar: (revise present continuous) - comparatives / superlatives.
- Speaking: shopping for clothes.

Chapter 3

Session 1. Topic: 'Rules, rules, rules'

- Sound / b /.
- Vocabulary: traffic rules and signs, places in the city.
- Grammar: must / mustn't.
- Speaking: giving directions.

Session 2. Topic: 'Free time'

- Sound /ð/.
- Vocabulary: free time activities.
- Grammar: infinitive with to. Frequency expressions.
- Speaking: true / false game.

Para seguir leyendo, inicie el proceso de compra