



BY APPOINTMENT TO
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OFFICERS OF RECORDED LANGUAGE COURSES
LINGUAPHONE INSTITUTE LTD LONDON

The Linguaphone Institute

English Course

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English course

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An ideal system of instruction for the learning of a foreign language should fulfil the following essential conditions :

- 1 It should be suitable for private or self-tuition as well as for class-work, and should conform to the best methods of modern language instruction.
- 2 It should impart a practical conversational knowledge of everyday subjects, while at the same time it should also convey, in a clear and concise manner, the essentials of grammar and syntax.
- 3 It should enable the learner to think in the foreign language, without any process of translation, by training him from the very outset to associate the foreign words he encounters with the objects or actions they denote. He will thus acquire the ability to speak the language naturally and instinctively—in the same way as he learned his own language when a child.
- 4 Finally, the learner should be taught to speak the foreign language with correct accent and intonation.

The Linguaphone Method of teaching languages fulfils all these requirements.

Linguaphone Courses are now published in more than twenty languages and are in use in practically every country, while leading Universities, Colleges and Schools throughout the world have incorporated them as a regular feature of their language tuition.

The English course

The Linguaphone English Course is equally suitable for children and adults, for entire beginners and for those who have a theoretical knowledge of the language and wish to become proficient in the spoken language.

The Course consists of descriptive talks and conversations. The text is in easy-flowing and perfectly natural idiomatic language, which would be used by educated people under similar circumstances:

Practical grammar is introduced into the text of each lesson and is absorbed by the student as he goes along. The illustrations in the main textbook, which have been specially drawn by the artists William Stobbs, Jean Graziani and Suzanne Hall, form an integral part of the Course and perform an important function in it.

The other books which are included in the Course give the meaning of the text, detailed explanations of grammatical points, idioms and so on.

There is also a special recording of the Sounds of the language, spoken by Peter A. D. MacCarthy, M.A., Head of the Department of Phonetics of Leeds University and author of *English Pronunciation*.*

Advice on how to make the best use of the Course is given in the booklet of Instructions which is supplied with it.

Speakers

In order to enable the student to follow the spoken text easily, the first lessons are spoken very slowly and distinctly, the rate of speech increasing as the Course progresses, so that in the more advanced lessons a perfectly natural rate of speech is heard.

Ten speakers have taken part in the recording of the English Course, namely:

Sir IFOR EVANS, M.A., D.LIT., Provost of University College, University of London;

A. C. GIMSON, B.A., Reader in Phonetics at University College, University of London;

* Published by Heffer, Cambridge.

DAVID LLOYD JAMES, B.A., of the British Broadcasting Corporation;

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PETER A. D. MACCARTHY, M.A., Head of Department of Phonetics, University of Leeds;

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Miss AUDREY M. BULLARD, L.R.A.M., Lecturer in Speech, University of London;

Miss O. M. TOOLEY, Lecturer in Phonetics, University of London.

The first few lessons are spoken by the same two speakers, so that the student may concentrate on the new sounds of the language without being confused by the introduction of too many different voices. Once he has become familiar with the sounds, he will find it pleasing and stimulating to hear new voices.

As no two speakers of a language speak exactly alike, differences will be found in the pronunciation of the speakers, but every one of them can be accepted as a safe model for the general student, while for those who make a special study of phonetics, the various differences of detail will provide ample scope for study.

Extra reading practice

Supplementary Reading will be found at the end of the illustrated textbook. These passages will show the student how, *without going beyond the scope of the lessons*, he can adapt the material he has learned, to form quite

different sentences and describe a wide variety of events and circumstances. They are also an excellent revision test, because, if the student has really mastered the lessons, he should be able to read the Supplementary Exercises without difficulty and without having to consult the vocabulary.

The student who masters this Course will have acquired a thoroughly practical knowledge of the English language, both written and spoken. Not only will he have a good grasp of the grammar, but he will also have at his command a store of useful words,* colloquial expressions and idiomatic sentences, which will enable him to enjoy to the full his contacts with English people. At the same time, he will be able to understand and appreciate English thought as expressed in the literature of the country.

A translation of this Preface will be found at the beginning of the Vocabulary.

* The vocabulary has been based primarily on standard word-frequency counts.

The Spoken Word

Language is primarily Speech, and speech is dependent ultimately upon one and only one sense organ—the Ear. Those parts of the human mechanism that are so regularly mis-termed the “Organs of Speech” are seldom, in books upon language, made to include the Ear, which is, in fact, the most important of all, for without the Ear, audible speech would have been impossible. Speech is acquired through the Ear and through the Ear alone, for it is through the Ear that the mind looks out, so to speak, upon the world of Sound. Sound is, in fact, nothing more than the feature in the world around us of which we become conscious through the Ear. The Eye plays some part in the acquisition of Speech, but its special realm is that aspect of Language which has been designed to approach the mind through the medium of the Eye alone, i.e. the written or printed word. At the root of all practical study of language lies the simple truth that the Ear is in absolute domination, and as a necessary corollary it follows that at least one very important road towards the learning of a foreign language is to hear the language spoken as often as possible, knowing at the same time the meaning of what is being said, and realizing the circumstances that call for it. This means of approach is better provided by the intelligent use of a well constructed course on gramophone records or tape than by the living teacher.

After many years of experience in the University of London in teaching English pronunciation to foreigners, I advise all students of our language to pay the utmost attention to two features of spoken English that are often imperfectly understood even by those native English people who attempt without special training to teach their language to foreigners. These two features are Rhythm and Intonation, two features of pronunciation upon which intelligibility largely rests. The surest way to become unintelligible in a language is to distort its natural rhythm.

And finally I commend as worthy of special attention the use and function of emphatic stress in modern English; abundant examples will be found in the recordings.

A. LLOYD JAMES

Text of the Sounds

Text of the Sounds I

The vowels

- 1 tea; sees; feet
 2 this; think; pretty
 3 then; get; yes
 4 hand; thank; cat
 5 car; hard; part
 6 dog; John; got
 7 saw; short; small
 8 good; look; put
 9 two; few; fruit
 10 son; done; cut
 11 fur; word; shirt
 12 above; a man; the man
 letter; pleasure; sofa

The diphthongs

- 13 day; maid; late
 14 no; road; hope
 whole; told
 15 my; time; light
 16 now; town; house
 17 boy; noise; voice
 18 here; fears; fierce
 19 there; cares; scarce
 20 four; more; yours
 21 sure; tour; pure

Some vowel combinations

player—lower—fire, higher—power,
 our—employer