

Rapid Speech (L'Anglais Rapide) : cours pour l'étude par la radio et le disque

Numéro d'inventaire : 2011.00065.6

Auteur(s) : Albert Sydney Hornby

Type de document : livre

Éditeur : British Broadcasting Corporation

Imprimeur : Imprimerie Yvert & Cie

Période de création : 3e quart 20e siècle

Date de création : 1969

Inscriptions :

- lieu d'édition inscrit : 8 rue de Berri - Paris (8e)
- lieu d'impression inscrit : 80 - Amiens
- tampon : École normale d'instituteurs rue du Tronquet Mont-Saint-Aignan (S.-M.)
- inscription : 2994 HOR

Matériau(x) et technique(s) : papier

Description : Livret agrafé. Couverture verte.

Mesures : hauteur : 21 cm ; largeur : 15 cm (dimensions du livret fermé)

Mots-clés : Anglais

Utilisation / destination : enseignement

Historique : D'après l'avertissement, sept des dix leçons de Rapid Speech faisaient partie du cours Revise Your English.

Élément parent : 2011.00065

Autres descriptions : Langue : anglais, français

Nombre de pages : 40 p.

ill.

couv. ill.

Avertissement

Avant-propos

Table des matières

A. S. Hornby

l'Anglais Rapide

2994
HOR

RAPID SPEECH



BBC
London

PREMIÈRE LEÇON

En tant qu'adverbe de lieu, there signifie là, le contraire de here (ici). En disant **there is** on entend prononcer le **r** parce que **is** commence par une voyelle. Mais dans **there was**, le **r** est muet, **was** ne commençant pas par une voyelle.

Dans cette leçon, vous entendrez plusieurs fois des questions et des réponses ce qui vous permettra de bien saisir l'intonation exacte. Trois choses sont à retenir :

- 1) la prononciation atténuée de there ;
- 2) la liaison entre r et la voyelle qui suit ;
- 3) l'intonation, c'est-à-dire le son ascendant ou descendant de la voix.



There's a clock on the wall behind you.
(p. 11)

— 10 —

LESSON ONE

THERE'S A... IS THERE A... ?

Barbara : (*very fast*) Is there a clock in this room ?

Peter : (*equally fast*) Yes, there is. There's a clock on the wall, behind you.

Barbara : (*slowly*) That was very fast, wasn't it ? Perhaps it was too fast for some of our listeners, too fast for them to understand.

Peter : Ask me the question again, more slowly this time.

Barbara : (*very slowly*) Is there a clock in this room ? Is there a clock in this room ?

Peter : (*very slowly*) Yes, there is a clock on the wall, behind you. Yes, there is. There is a clock on the wall, behind you.

Barbara : (*slowly*) That was easier to understand, wasn't it ? Listen again. (*slowly*) Is there a clock in this room ? Is there a clock in this room ?

Peter : (*slowly*) Yes, there is. There is a clock on the wall, behind you. Yes, there is. There is a clock on the wall, behind you.

Barbara : Now we're going to give you the question and answer again, a little faster. You know all the words. Listen to the sounds.

Peter : (*fairly fast*) Is there a clock in this room ? Is there a clock in this room ?

Barbara : (*fairly fast*) Yes, there is. There's a clock on the wall, behind you. Yes, there is. There's a clock on the wall, behind you.

Peter : (*quite fast*) Still faster this time. Listen. Is there a clock in this room ? Is there a clock in this room ?

Barbara : (*quite fast*) Yes, there is. There's a clock on the wall, behind you. Yes, there is. There's a clock on the wall, behind you. (*slowly*) Did you hear the difference ? Listen to the first three words of the question. Slowly, please.

Peter : (*very slowly*) Is there a [iz ðəərə] ... Is there a ... Is there a ...

— 11 —

Barbara : Now fast.
Peter : (*fast*) Is there a [izðəə] ... Is there a ... Is there a ...
Barbara : Once again, please. First slow.
Peter : Is there a [iz ðəəə] ... Is there a ... Is there ...
Barbara : Now fast.
Peter : Is there a [izðəəə] ... Is there a ... Is there a ...
Barbara : Now the complete question.
Peter : (*fast*) Is there a clock in this room ? Is there a clock in this room ?
Barbara : Now the first part of the answer. Slowly, please.
Peter : (*slowly*) Yes, there is [jes, ðəə'riz]. Yes, there is.
Barbara : Now more quickly please.
Peter : (*fast*) Yes, there is [jes, ðəə'riz]. Yes, there is.
Barbara : Did you hear the difference ? Not 'there is' [ðəə'riz] but 'there is' [ðəə'riz]. Now the second part of the answer. Slowly please.
Peter : (*slowly*) There is a clock on the wall, behind you. There is a clock on the wall, behind you.
Barbara : The first three words, please, slowly.
Peter : (*slowly*) There is a [ðəəriz ə] ... There is a ... There is a ...
Barbara : Again, please. Faster this time.
Peter : (*fast*) There's a [ðəzə] ... There's a ... There's a ...
Barbara : Did you hear the difference ? There is a [ðəəriz ə] ... There's a [ðəzə] ... There is a ... There's a ... Now the complete question and answer again, fast.
Peter : (*fast*) Is there a clock in this room ?
Barbara : (*fast*) Yes, there is. There's a clock on the wall, behind you.
Peter : Listen to some more examples. We shall speak quite fast. I'm sure you will understand. Is there a table in this room ? Is there a table in this room ?
Barbara : Yes, there is. There's a table between us.
Peter : Is there a book on the table ?
Barbara : Yes, there is. There's a large red book.
Peter : Is there a piano in this room ?
Barbara : No, there isn't. There isn't a piano in the room.
Peter : Was there a piano in the room last week ?
Barbara : No, there wasn't. There wasn't a piano here last week.

— 12 —

DEUXIÈME LEÇON



There's been some rain to-day.
(p. 15)

Au cours de cette leçon, vous entendrez prononcer *there* avec les verbes *are*, *were* et *has*. Notez soigneusement le son du verbe. Plusieurs verbes anglais très communs peuvent être prononcés de plus d'une façon : il y a ce que l'on appelle les **strong forms** (formes accentuées) et les **weak forms** (formes atténuées). Remarquez combien le son du verbe varie, selon que l'on parle vite ou lentement en prononçant les mots avec soin. Surveillez les liaisons de *r*, ainsi que l'intonation.

— 13 —