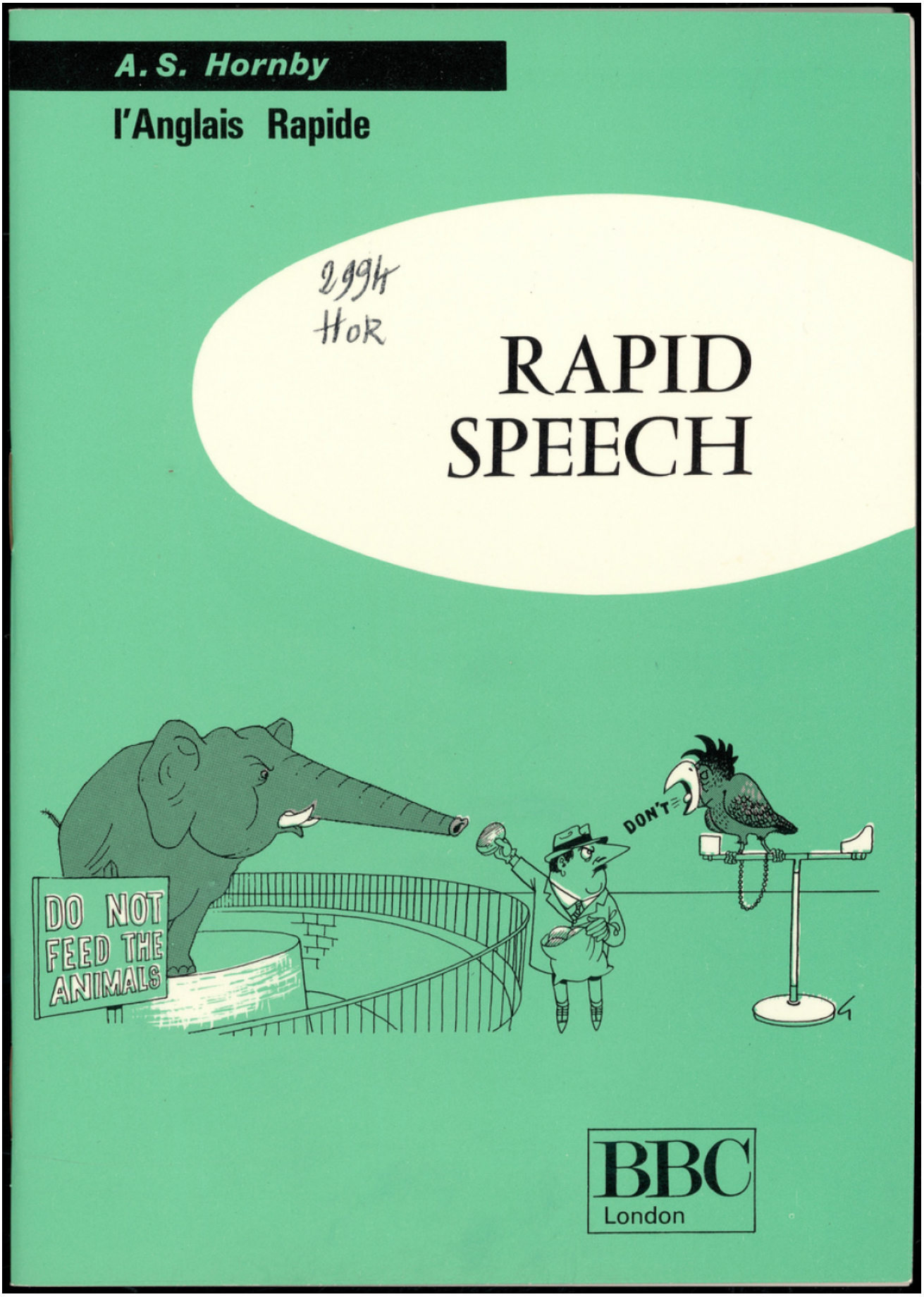
Rapid Speech (L'Anglais Rapide) : cours pour l'étude par la radio et le disque

Numéro d'inventaire : 2011.00065.6
Auteur(s) : Albert Sydney Hornby
Type de document : livre
Éditeur : British Brodcasting 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
RAPID SPEECH
DO NOT FEED THE ANIMALS
DON'T
BBC
London

299H
HOR

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)

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 ðeərə] **... Is there a ... Is there a ...**

Barbara : **Now fast.**

Peter : (*fast*) **Is there a** [izðərə] **... Is there a ... Is there a ...**

Barbara : **Once again, please. First slow.**

Peter : **Is there a** [iz ðeərə] **... Is there a ... Is there ...**

Barbara : **Now fast.**

Peter : **Is there a** [izðərə] **... 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, ðeə'riz]. **Yes, there is.**

Barbara : **Now more quickly please.**

Peter : (*fast*) **Yes, there is** [jes, ðə'riz]. **Yes, there is.**

Barbara : **Did you hear the difference ? Not 'there is'** [ðeə'riz] **but 'there is'** [ðə'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** [ðeəriz 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** [ðeəriz 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.**

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.