

UNIT 4. PRACTICE. STANDARD SOUTH AFRICAN ENGLISH

Get to know the accent (👂) (👁) (6 h)



Contents Outline

Ear Training
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The audio file *Track 4* used in the following exercises is also available in *Contents: UNIT 4: Audio Files: UNIT 4: South African English*, if needed 🙌.

EAR TRAINING (9) (2 h 40')

Focus: South African English: Accent Awareness

Time: 45 minutes

Level of Difficulty: Intermediate

Exercise 1a: Listen carefully to the recording of a spontaneous speech sample by an English male speaker from South African [[International Dialects of English Archive: South Africa 4](#)], from 0'37" to 3'37", *without* referring to the transcription in ordinary spelling provided below.

Exercise 1b: Listen to the recording again, this time following the speech using the script provided below. Try to identify one or two features (segmental or suprasegmental) that stand out as non-RP. Make notes of these features if possible.

Hint: Before starting, review the document *UNIT 4_THEORY*, specifically the section on *South African English*, to learn more about what features to focus on.

OK, well, Germiston is possibly the most horrid place in the whole of Johannesburg. (uh) It's a very urban sort of settlement with very dilapidated homes - nice, big gardens, though. (uh) Fortunately we had a pool, so we grew up in a very sort of wild atmosphere with bicycles and swimming pools and lots of braai [ed: barbeque grills] and people sitting around fireplaces and smoking cigarettes and drinking beer. (um) I went to a nice sort of community-based school called Germiston South Primary, (um) where we participated in sports, we got a regular education sort of set for us. (um) Which is great. [unclear] Many friends, (uh) lots of water sports, (uh) going to Germiston Lake, rowing, lots of swimming, lots of biking. (um) I've lived with my family the whole of my life, my parents are still together, (um) we're very strongly attached. I have an older brother, his name's Greg, and, (uh) I have two adopted brothers who are Martin and Mark. (um) Well I must be an outsider in my family because I decided to become an artist, but (um) most of the people in my family are sports orientated which means that most of our time is spent on soccer fields as my brother kicking a soccer ball. Wow! Everyone's parents were (uh) slowly but surely getting a little bit pie-eyed, which is drunk. Lots of (uh) jumping in rivers, lots of

(uh) bicycle riding as I ' ve said, lots of (uh) letting other people tie us down. What we did for holidays was basically sit around and watch TV. We used to get a lot of videos. (Um) We, my father used to love (uh) nature conservation tapes, so we used to watch a lot of that, otherwise just videos that have come out, (uh) on the new circuit. (Um) We spent hours and hours in a swimming pool. Oh and making tree houses, we used to make huge, huge tree houses in the tree of our back garden, which was pretty amazing. Oh and we also grew up with chickens and ducks, this is all coming back to me. [chuckle] Chickens and ducks, we used to have chickens and ducks in the back garden which used to freak us out. You had sheep in the back garden. (uh) You must understand this is a very sort of community-based house so we used to wake up with chickens and ducks cockle-doo-doo-doo-ing in the middle of the morning, which is quite fascinating. So we used to spend our holidays running off the chickens and my father used to try, he tried one day to cut a chicken ' s head off because he wanted to open a business with chickens, but, (uh) it didn ' t work because he felt very sorry about cutting the chicken ' s head off because it ' s body started running around the garden with no head. (um) My mother. (uh, ma, uh) I must say my dad ' s disabled as well, I suppose, he ' s physically disabled. Broke his back at work. (uh) My mother is the bread-winner in the family, she is loony, she is nuts, she ' s the one with the chickens and the ducks and who insists on having them.

Suggestion (extra material): You may also enjoy listening to a recording of a Black South African English male speaker, particularly Nelson Mandela—who spoke both English and Xhosa—to get a sense of other varieties within South African English. One example is Mandela's 1964 speech, [Am Prepared to Die](#).

KEY to Exercise 1: Open answer. Do not worry if you find this exercise challenging—it is completely normal! Gaining confidence in analysing these features requires practice, especially if this is your first attempt. In the upcoming exercises, you will learn how to systematically describe an accent in comparison to RP.

Focus: South African English: Vocalic Sequences

Time: 40 minutes

Level of Difficulty: Intermediate

Exercise 2: Let's compare the South African English accent with RP step by step, starting with vocalic sequences (vowels and diphthongs). Click and listen carefully to the word list recorded by a South African English speaker from Johannesburg ([Accents of English around the world: Johannesburg](#)), paying attention to the features described below:

a) VOWELS:

1. Click on the words *fish*, *in*, *is*, *mild*, and *milk* to identify the short front vowel. Phonemically, it is represented as /ɪ/, but what sound do you actually hear in each case?
2. Identify two words containing the long vowel /ɑ:/. Does this vowel sound more advanced or more retracted than in RP?
3. Listen to the vowel /e/ in words such as *head* or *ten*. While similar to its RP counterpart, does it sound slightly closer or opener?
4. Pay attention to the words *earth*, *goose*, and *tooth* and note their fronter articulation compared to RP. Are the lips rounded or unrounded in each case?

b) DIPHTHONGS:

1. Click on the words *day*, *nail*, *bite*, and *five*, which contain the diphthongs /eɪ/ and /aɪ/, respectively. Notice the weakening of the second element, which tends towards an [e]-like or schwa quality. This phenomenon can also occur with /ɔɪ/ in broad South African English.

2. Find the words *hear*, *swear*, and *tear*, and determine whether the speaker produces single long vowels or centring diphthongs.
3. Focus on the closing diphthongs /aʊ/ and /əʊ/ in words like *hound* and *open* to detect their fronted realisations. In the case of /əʊ/, does it also sound more open?

KEY to Exercise 2:

a) VOWELS:

1. The vowel sounds like a schwa in all these phonetic environments. This even occurs in the initial position of *in* and *is*.
2. In *bath* and *calf*, the long vowel /ɑː/ has a very back realisation, more retracted than in RP. However, in *yard*, it is not as retracted due to the influence of the preceding front consonant /j/.
3. The vowel is slightly closer. This raising effect can also occur with other vowels, such as /æ, ɒ, ʊ, ɪː/.
4. All the vowels have lip rounding, even /ɜː/. In the case of /ʊ/, the lips are less rounded than in RP.

b) DIPHTHONGS:

1. No answer.
2. The vowels are produced as single long sounds. In *tear*, the speaker introduces a yod before the vowel. This monophthongisation process can also affect /ʊə/.
3. No answer.

Focus: South African English: Consonants

Time: 40 minutes

Level of Difficulty: Intermediate-High

Exercise 3: Let's examine the differences between South African English and RP consonants. Listen to the recording of a South African English speaker ([Track 04: South African English](#), from 0'24" to 0'56"), paying special attention to the highlighted consonants in the transcription provided in ordinary spelling below.

- a) Identify the initial consonants in words beginning with **voiceless plosives**. How are they pronounced—are they aspirated or not?
- b) Determine whether the **pronunciation of 'r'** differs from RP. Does the speaker use linking 'r'?
- c) Observe the **pronunciation of 'l'**. Is it clear or dark?
- d) Listen for possible **Yod coalescence** (where initial /t, d/ +/j/ become /tʃ, dʒ/)

*As a language changes, it may **well** change in different ways in different places. No one who speaks a particular **language** can remain in close **contact** with **all** the other speakers of that language. Social and geographical barriers to communication as well as **sheer** distance mean that a change that starts amongst speakers in one particular locality will **probably** spread only to **other** areas with which these speakers **are** in speakers are in close contact. This is what has happened over the **centuries** in the **case** of the languages we now **call** English and **German**.*

KEY to Exercise 3:

- a) The voiceless plosives are not aspirated.
- b) The speaker produces /ɹ/ as an approximant, similar to the RP sound. She uses linking 'r' in *are in* (line 6) but omits it in other instances within the same line. Note that in many varieties of South African English, R-insertion does not occur.
- c) The /l/ is slightly velarised when followed by another consonant in the next word. This speaker exhibits a clear/dark allophony.
- d) Yes, she merges the phonemes, demonstrating Yod coalescence.

Focus: **South African English: Suprasegmental features**

Time: 35 minutes

Level of Difficulty: High

Exercise 4: This first exploration of South African English will conclude with an analysis of its suprasegmental features. Listen to the next section of the same recording, [Track 04: South African English](#) (from 0' 57" to 1' 40"), and pay attention to the intonation patterns at the end of the highlighted statements in the transcript. Are they rising [↗] or falling [↘]?

Hint: You may also listen to the same section from the RP speaker's recording for a direct comparison between the accents.

*Two thousand years ago the Germanic peoples living in what is now, for the most part, **Germany** could understand one another perfectly well. However, when many of them migrated to England they did not remain in close contact with those who stayed **behind**. The result,*

to simplify somewhat, was that different linguistic changes took place in the two areas **independently** so that today English and German, while clearly related languages, are not mutually **intelligible**. There was presumably a certain amount of inevitability about this process, since speakers usually need to remain intelligible only to those people they normally communicate **with**, and, until quite recently, close and frequent communication between England and Germany was not **possible**.

KEY to Exercise 4:

Two thousand years ago the Germanic peoples living in what is now, for the most part, **Germany** [↘] could understand one another perfectly well. However, when many of them migrated to England they did not remain in close contact with those who stayed **behind** [↘]. The result, to simplify somewhat, was that different linguistic changes took place in the two areas **independently** [↘] so that today English and German, while clearly related languages, are not mutually **intelligible** [↘]. There was presumably a certain amount of inevitability about this process, since speakers usually need to remain intelligible only to those people they normally communicate **with**[↘], and, until quite recently, close and frequent communication between England and Germany was not **possible**[↘].

Further comment: The declarative sentences were not pronounced with rising intonation at the end, as would be expected in questions.

TRANSCRIPTION PRACTICE (✍) (👂) (3 h 20')

Refer to the documents *Focus & Intonation*, *Connected Speech Processes*, *Weak Forms* and *Syllabic Consonants* uploaded to *Additional Pronunciation Resources*, if needed 🙋.

a) Written Text (2 h, 40')

Focus: South African English Phonemes versus RP Phonemes

Time: 1 h 40'

Level of Difficulty: Intermediate

Exercise 1a: Provide a phonemic transcription in Standard South African of a section from the text *The Rainbow Passage*, incorporating likely weak forms, assimilations, elisions and linking 'r', where applicable.

When the sunlight strikes raindrops in the air, they act as a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors. These take the shape of a long round arch, with its path high above, and its two ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look, but no one ever finds it. When a man looks for something beyond his reach, his friends say he is looking for the pot of gold at the end of the rainbow.

Throughout the centuries people have explained the rainbow in various ways. Some have accepted it as a miracle without physical explanation. To the Hebrews it was a token that there would be no more universal floods. The Greeks used to imagine that it was a sign from the gods to foretell war or heavy rain. The Norsemen considered the rainbow as a bridge over which the gods passed from earth to their home in the sky. Others have tried to explain the phenomenon physically. Aristotle thought that the rainbow was caused by reflection of the sun's rays by the rain. Since then, physicists have found that it is not reflection, but refraction by the raindrops which causes the rainbows. Many complicated ideas about the rainbow have been formed. The difference in the rainbow depends considerably upon the size of the drops, and the width of the colored band increases as the

size of the drops increases.

Exercise 1b: Identify the main systemic (phonemic) differences between RP and this variety of English, using examples from the transcription. You may also provide the RP transcription to better illustrate the contrasts.

KEY to Exercise 1a:

|| wen ðə 'sʌnlait 'straɪks 'reɪndrɒps ɪn ði 'e: | ðeɪ 'ækt əz ə
 'prɪzɪm | ən 'fɔ:m ə 'reɪnbəʊ | ðə 'reɪnbəʊ ɪz ə də'vɪzɪn | əv
 'waɪt 'laɪt | ɪntə 'meni 'bjʊ:təfl̩ 'kʌləz | 'ði:s 'teɪks ðə 'ʃeɪp | əv
 ə 'lɒŋ 'raʊnd 'ɑ:tʃ | wɪð ɪts 'pɑ:θ 'haɪ ə'bʌv | ən ɪts 'tu: 'endz
 ə'pærəntli bɪ'jɒn ðə hə'reɪzɪn | ðə 'ɪz | ə'kɔ:dɪŋ tə 'ledʒənd | ə
 'bɔɪlɪŋ 'pɒt ə 'gəʊld | ət 'wʌn 'end | 'pi:pəl 'lʊk | bət 'nəʊ wʌn
 'evə 'faɪndz ɪt | wen ə 'mæn 'lʊks fə 'sʌmθɪŋ bə'jɒnd ɪz 'ri:tʃ |
 hɪs 'frendz 'seɪ | hi ɪz 'lʊkɪŋ fə ðə 'pɒt ə 'gəʊld | ət ði 'end əv
 ðə 'reɪnbəʊ | 'θru:aut ðə 'sentʃrɪ:z | 'pi:pəl əv ɪk'spleɪn ðə
 'reɪnbəʊ | ɪn 've:riəs 'weɪz | 'sʌm əv ɪk'septəd ɪt | əz ə 'mɪrəkəl
 | wɪðaut 'fɪzəkəl ,eksplə'neɪʃn | tə ðə 'hi:bru:z | ɪt wəz ə
 'təʊkɪ | ðət ðə wʊb 'bi: | 'nəʊ 'mɔ: | ju:nə'vɜ:sɪ 'flʌdz | ðə
 'gri:ks 'ju:s tu ə'mædʒən | ðət ɪt wəz ə 'sʌm frəm ðə 'gɒdz |
 tə fɔ:'tel 'wɔ: | ɔ: 'hevi 'reɪn | ðə 'nɔ:sməŋ kən'sɪdəd ðə
 'reɪnbəʊ | əz ə 'brɪdʒ | əʊvə 'waɪtʃ | ðə 'gɒdz | 'pɑ:s frəm 'z:θ |
 tə ðe: 'həʊm ɪn ðə 'skaɪ | 'ʌðəz əf 'traɪd tu ɪk'spleɪn ðə
 fə'nɒmənən | 'fɪzəkəl | 'ærəstɒtəl 'θɔ:t | ðət ðə 'reɪnbəʊ wəs
 'kɔ:zd | baɪ rə'flekʃn əv ðə 'sʌnz 'reɪz | baɪ ðə 'reɪn sɪns 'ðen
 | 'fɪzəsəsts əv 'faʊnd | ðət ɪt ɪz 'nɒt rə'flekʃn | bət rə'flæksɪm

baɪ ðə 'reɪndrɒps | wɪtʃ 'kɔːzəz ðə 'reɪnbəʊz | 'meni
'kɒmplɪkətəd aɪ'drɪz əbaʊt ðə 'reɪnbəʊ hæv biːn 'fɔːmɪd | ðə
'dɪfrɪns ɪn ðə 'reɪnbəʊ hæv də'pends kən'sɪdərəbəlɪ læpən ðə
'saɪz əv ðə 'drɒps | ən ðə 'wɪðθ əv ðə 'kʌləb bænd ɪŋ'kriːsəz
| əz ðə 'saɪz əv ðə 'drɒps ɪŋ'kriːsəz ||

Rationale:

1. Elisions:

1.1 Elision of final /d/ in *explained* (22nd intonation unit), as it occurs in coda position, preceded by a consonant of the same voicing, and followed by another consonant (except /h/) in the next word. See also weak forms below.

1.2 Elision of final /t/ in *passed* (40th intonation unit), following the same conditions as above.

1.4 The final consonant of *of* may be elided in close-knit groups like *pot of gold* (13th & 19th intonation units), though this is not generally recommended.

2. Assimilations:

2.1 Progressive manner assimilation: In the close-knit group in ***the*** (1st, 41st & 54th intonation units), the initial labiodental fricative of *the* could become nasal, maintaining its dental articulation due to the influence of the preceding alveolar nasal /ɪn nə/ ([ɲ]).

2.2 Regressive voice assimilation: A word-final voiced fricative becomes voiceless in *his* (18th intonation unit), *have* (41st intonation unit), *was* (45th intonation unit), and *depends* (53rd intonation unit), as they are followed by a voiceless consonant, forming a close-knit group.

2.3 Progressive place assimilation: In ***token*** (28th intonation unit), after the elision of *schwa*, the final alveolar syllabic nasal becomes velar due to the preceding velar consonant.

2.4 Regressive place assimilation: The final alveolar plosive becomes bilabial in ***would*** (29th intonation unit) and ***colored*** (56th intonation unit), as they are followed by a bilabial sound. In ***Norsemen*** (36th intonation unit), the final alveolar nasal becomes velar before a velar sound. In *refraction* (51st intonation unit), after *schwa* elision, the final

alveolar syllabic nasal assimilates to the following bilabial consonant.

2.5 Phoneme fusion restrictions: In *Greeks used* (32nd intonation unit), phoneme fusion is unlikely as the second word is stressed, making coalescence difficult.

3. Syllabic consonants (after *schwa* elision): In the words *prism* (2nd intonation unit), *division* (4th intonation unit), *beautiful* (6th intonation unit), *horizon* (10th intonation unit), *legend* (12th intonation unit), *people* (15th & 22nd intonation units), *centuries* (21st intonation unit), *miracle* (25th intonation unit), *physical* (26th intonation unit), *explanation* (26th intonation unit), *token* (28th intonation unit), *universal* (31st intonation unit), *physically* (43rd intonation unit), *Aristotle* (44th intonation unit), *reflection* (46th & 50th intonation units), *refraction* (51st intonation unit), *difference* (54th intonation unit) and *considerably* (54th intonation unit).

Broad varieties tend to retain *schwa*, though this is not common in General SAE.

4. Weak forms: Present in *the, at, as, and, a, of, into, to, but, for, that* (conjunction), *would, was, from*, following standard norms. Remember that (i) when they are at the beginning of an intonation unit, they are pronounced with a weak vowel if there is no sentence stress. And (ii) pronouns are the only weak forms that can end sentences.

Effects of weak forms:

4.1 Elision of initial /h/ in *his* (17th intonation unit) and the auxiliary *have* (22nd, 24th, 42nd & 49th intonation units).

4.2 Elision of final /d/ in *and* (3rd & 56th intonation units).

4.3 Likely double elision in the auxiliary *have* (53rd & 54th intonation units), reducing it to /v/ and linking it to the preceding word.

4.4 Special cases: Unstressed /ɪ/ is consistently replaced by *schwa* in unstressed syllables of content words, except before velar consonants.

5. No Linking r: In *there* (11th intonation unit), as Sandhi *r* does not occur in SAE.

6. Other observations: In *complicated* (54th intonation unit), stress shifts to maintain the rhythm of the intonation unit.

KEY to exercise 1b:

Key: Open answer. Refer to the information provided in the document
UNIT 4_THEORY, section *South African English*.

Focus: **South African English Vocalic & Consonantal Sounds** (**optional = not compulsory**)

Time: 45 minutes

Level of Difficulty: Intermediate-High

Exercise 2: Tick the phonetic symbol that accurately represents the sound(s) or allophone(s) (not the phoneme[s]) underlined in each of the following words in Standard South African English from Exercise 1:

- | | | |
|----------------------------|--|--|
| a) <i>pr<u>i</u>sm</i> | [ə] <input type="checkbox"/> | [ɪ] <input type="checkbox"/> |
| b) <i>it</i> | [ə] <input type="checkbox"/> | [ɪ] <input type="checkbox"/> |
| c) <i>un<u>iv</u>ersal</i> | [ɜ:] <input type="checkbox"/> | [ø+:] <input type="checkbox"/> |
| d) <i>He<u>b</u>rews</i> | [i:] <input type="checkbox"/> | [ɜ:ɪ] <input type="checkbox"/> |
| e) <i>pa<u>s</u>sed</i> | [æ] <input type="checkbox"/> | [ɑ:] <input type="checkbox"/> |
| f) <i>g<u>o</u>ld</i> | [l] <input type="checkbox"/> | [t] <input type="checkbox"/> |
| g) <i>pa<u>th</u></i> | [p ^h] <input type="checkbox"/> | [p ^ˀ] <input type="checkbox"/> |
| h) <i>bea<u>u</u>tiful</i> | [t] <input type="checkbox"/> | [r] <input type="checkbox"/> |
| i) <i>th<u>r</u>oat</i> | [r] <input type="checkbox"/> | [ɹ] <input type="checkbox"/> |
| o) <i>li<u>g</u>ht</i> | [t ^ˀ] <input type="checkbox"/> | [ʔ] <input type="checkbox"/> |

KEY to Exercise 2:

- | | | |
|---------------------|---|---|
| a) <i>prism</i> | [ə] <input checked="" type="checkbox"/> | [ɪ] <input type="checkbox"/> |
| b) <i>it</i> | [ə] <input type="checkbox"/> | [ɪ] <input checked="" type="checkbox"/> |
| c) <i>universal</i> | [ɜ:] <input type="checkbox"/> | [ø+:] <input checked="" type="checkbox"/> |
| d) <i>Hebrews</i> | [i:] <input checked="" type="checkbox"/> | [ɜɪ] <input type="checkbox"/> |
| e) <i>passed</i> | [æ] <input type="checkbox"/> | [ɑ:] <input checked="" type="checkbox"/> |
| f) <i>gold</i> | [l] <input type="checkbox"/> | [t] <input checked="" type="checkbox"/> |
| g) <i>type</i> | [t ^h] <input type="checkbox"/> | [t ⁼] <input checked="" type="checkbox"/> |
| h) <i>beautiful</i> | [t] <input type="checkbox"/> | [ɹ] <input checked="" type="checkbox"/> |
| i) <i>throat</i> | [r] <input checked="" type="checkbox"/> | [ɹ] <input type="checkbox"/> |
| o) <i>light</i> | [t ⁼] <input checked="" type="checkbox"/> | [ʔ] <input type="checkbox"/> |

Further comment: For a better understanding of the phonetic characteristics of each sound, refer to the document *UNIT 4_THEORY*, section *South African English*.

b) Oral Passage (1 h, 40')

Focus: **South African English Phonemes**

Time: 1 h

Level of Difficulty: Intermediate-High

Exercise 3a: Listen carefully to the highlighted words in the following transcript of the first part of *The Rainbow Passage*, followed by spontaneous speech, as recorded by a General South African English male speaker from Johannesburg ([International Dialects of English Archive: South Africa 4](#), from 0:00 to 1:16).

When the sunlight **strikes** raindrops in the air, they act like a prism and form a rainbow. The rainbow is a division of white light into **many** beautiful colors. These take the shape of a long round **arch**, with its path above high, and its two ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look, but no one ever finds it. When a man looks for something beyond his reach, his friends say he is looking for the pot of gold at the end of the **rainbow**.

Ok well Germiston is possibly the most **horrid** place in the whole of Jo'burg. (uh) It's a very urban sort of settlement with very dilapidated homes – nice, big gardens, though. (uh) Fortunately we had a pool, so we grew up in a very **sort** of wild atmosphere with bicycles and swimming pools and lots of braai [ed: barbeque grills] and people sitting around fireplaces and smoking cigarettes and drinking beer. (um) I went to a nice community-based school called Germiston South Primary, (um) where we participated in sports, we got a **regular** education sort of set for us.

Exercise 3b: Identify and correct the errors in their phonemic transcription, using the appropriate symbols. There are two errors per word.

a) strikes /streɪkz/

b) many /'mɛni/

c) arch /ærtʃ/

d) rainbow /'reɪnbəʊ/

e) horrid /'hɔːrɪd/

f) sort /sɔːrʔ/

g) regular /'reguləː/

KEY to Exercise 3a: No answer.

KEY to Exercise 3b:

- a) *strikes* /straɪks/
- b) *many* /'meni/
- c) *arch* /ɑ:tʃ/
- d) *rainbow* /'reɪnbəʊ/
- e) *horrid* /'hɒrəd/
- f) *sort* /sɔ:t/
- g) *regular* /'regjʊlə/

Further comment: Notice the weakening of the second element in the diphthongs.

4

Focus: South African English Suprasegmental Features

Time: 40 minutes

Level of Difficulty: Intermediate-High

Exercise 4a: Listen to a segment of the recording by the same South African English male speaker ([International Dialects of English Archive: South Africa 4](#), from 0'49'' to 0'57'') and complete the following tasks:

- (i) Divide the sentences into intonation units,
- (ii) Underline the syllable containing the nucleus in each intonation group, and then,
- (iii) Mark with arrows (→, ↗ or ↘) the rising, falling or level tone at the of end of each intonation group.

Fortunately, we had a pool, so we grew up in a very sort of wild atmosphere with bicycles and swimming pools and lots of braai.

Note: Braai refers to a barbeque grill.

Exercise 4b: Observe whether the speaker emphasises or weakens the final words in each intonation unit.

KEY to Exercise 4a:

- a) *Fortunately* [↘↗]
- b) *we had a pool* [↘]
- c) *so we grew up* [↗]
- d) *in a very sort of wild atmosphere* [↘↗]
- e) *with bicycles* [↘]
- f) *and swimming pools* [↘]
- g) *and lots of braai* [↘]

KEY to Exercise 4b: The speaker tends to strengthen the final words, particularly in the last three intonation units. This emphasis results in increased duration and prominence.

Further comment: Notice that the speaker uses a very narrow pitch range.
