

Workbook
English and German Diction for Singers

A Comparative Approach
Third Edition

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Preface

I am pleased to present a comprehensive workbook for *English and German Diction for Singers: A Comparative Approach*, 3rd ed. All written exercises are catered to the third edition and provide expanded opportunity for practicing the quintessential phonemes integral to both English and German. Further, there are several sample tests, quizzes, as well as assignments, that may be used to prepare for midterm and final exams. Upon request, an answer key will be provided free of charge to all professors using the book in the classroom.

Proficiency in English IPA

Introduction to English vowels

Which word does not belong? Indicate the word and the correct IPA symbol, e.g., beach, sit, cede, key (Answer: sit [ɪ]).

[i]	me, creek, dim, piece, dream	Answer:
[ɪ]	kit, build, scene, sin	Answer:
[ɪə]	year, leer, pier, dies, here	Answer:
[eɪ]	teak, name, slain, break,	Answer:
[ɛ]	wealth, gain, many, then	Answer:
[ɛə]	stem, there, flair, fare	Answer:
[ɑ]	cat, rock, broad, watch	Answer:
[ɑə]	start, hearth, care, barn	Answer:
[aɪ]	pride, guild, height, guide	Answer:
[aʊ]	proud, bough, though, plow	Answer:
[æ]	laugh, that, cat, caught	Answer:
[oʊ]	doe, cow, blow, roach	Answer:
[ɔ]	call, fault, sow, law, bought	Answer:
[ɔə]	sour, soar, pour, war, door	Answer:
[ɔɪ]	joy, voice, goal, coil	Answer:
[u]	soon, done, ruse, flew, bruise	Answer:
[ʊ]	putt, book, should, put	Answer:
[ʊə]	poor, food, tour, sure	Answer:
[ʌ]	cove, love, was, dust, but	Answer:
[ɜ]	earth, first, luck, her, turn	Answer:

Vowels

Transcribe the missing vowel(s) into IPA, e.g., queen [kw n] (Answer: [kwɪn]).

1. [i] vs. [ɪ]

bleed [bl d]

yield [j ld]

implore [m'plɔə]	spirit [sp ɪ t]
each [tʃ]	caffeine [kæ'f n]
mirror [m ɪə]	qualities [kwɔl t z]
daisy [deɪz]	achieve [ə'tʃ v]
these [ð z]	routine [ru't n]
citizen [s t sən]	sunny [sʌn]
candies [kænd z]	prestige [pɪes't ʒ]
reach [ɪ tʃ]	guilt [g lt]

2. [i] vs. [ɛ]

heathen [h ðən]	bread [brɪ d]
instead [ɪn'st d]	please [pl z]
sweater [sw tə]	treachery [tɪ tʃəɪ]
leave [l v]	teach [t tʃ]
threat [θɪ t]	dream [dɪ m]
breach [brɪ tʃ]	weapon [w pən]
leather [l ðə]	speaking [sp kiŋ]
cream [kɪ m]	meadow [m dou]

3. [ɛ] vs. [æ]

carry [k ɪ]	any [nɪ]
shall [ʃ l]	answer [nsə]
anger [ŋgə]	adversary (n.) [dvəs ɪ]
rat [ɪ t]	narrow [n ɔʊ]
had [h d]	barren [b ɪən]
magic [m dʒɪk]	vanish [v nəʃ]
secretary [s kɪət ɪ]	says [s z]
ask [sk]	carrot [k ɪət]
capture [k ptʃə]	annals [nəlz]
sparrow [sp ɔʊ]	mercenary [mɜsən ɪ]

4. [ʌ] vs. [ə]

patrol [p 'tɪəʊl]	maiden [meɪd n]
sadness [sædn s]	pardon [pɑəd n]
enough [ɪ'n f]	utter [t]
pedal [pɛd l]	virus [vaɪ s]
lament [l 'ment]	fun [f n]
one [w n]	flood [fl d]
needed [nid d]	trumpet [tɪ mp t]
untrue [n'tru]	couple [k p l]
crimson [kɪmz n]	wonder [w nd]
supper [s p]	unkind [n'kaɪnd]

5. [ɑ] vs. [ɔ]

talk [t k]	fall [f l]
massage [mɑ's ʒ]	safari [sə'f ɪ]
façade [fə's d]	prophets [pɪ fəts]
exhaust [ɪg'z st]	naughty [n ti]
hawk [h k]	hot [h t]
father [f ðə]	pawn [p n]
horrid [h ɪəd]	sought [s t]
camouflage [kæməfl ʒ]	altered [ltəd]
sorry [s ɪ]	recall [ɪ'k l]
corsage [k ə's ʒ]	gone [g n]

6. [u] vs. [ʊ]

stood [st d]	soot [s t]
too [t]	noon [n n]
woo [w]	brook [br k]
cook [k k]	moon [m n]
good [g d]	food [f d]
doom [d m]	pool [p l]
hook [h k]	soon [s n]

crook [kɹ k]	mistook [mɪs't k]
foolish [f ləʃ]	gloom [gl m]
shook [ʃ k]	loose [l s]
wool [w l]	cool [k l]

7. [ɜ] vs. [ə]

earn [n]	urge [ɜ]
earth [θ]	mother [mʌð]
early [lɪ]	perverse [p 'v s]
urchin [tʃən]	curb [k b]
turn [t n]	heard [h d]
murmur [m m]	dirt [d t]
butter [bʌt]	person [p s n]
were [w]	sir [s]
burr [b]	under [ʌnd]
weather [wɛð]	further [f ð]
pervert [p v t]	murder [m d]
herself [h 'sɛlf]	learner [l n]
server [s v]	burly [b lɪ]
bird [b d]	worm [w m]
girl [g l]	perplex [p 'plɛks]
word [w d]	colonel [k n l]
tersely [t slɪ]	ordered [ɔəd d]
surreal [s 'ɹɪl]	shirking [ʃ kɪŋ]
soldier [souldʒ]	perturbed [p 't bd]
actor [ækt]	rehearse [ɹ'h s]
earnest [n st]	pursuit [p 'sjut]
Herbert [h b t]	purging [p ɜŋ]
world [w ld]	survey (n.) [s veɪ]
furry [f ɹɪ]	merge [m ɜ]
worry [w ɹɪ] or [wʌɹɪ]	surmise [s 'maɪz]
worst [w st]	fern [f n]

hurry [h ɪ] or [hʌɪ]

flurry [fl ɪ] or [flʌɪ]

surprise [s 'praɪz]

preferred [pɪ'f d]

8. Diphthongs [aɪ][eɪ][aʊ][oʊ][ɔɪ]

widen [w dən]

load [l d]

nation [n ʃən]

house [h s]

spoil [sp l]

malign [mə'l n]

straight [stra t]

loincloth [l nkləθ]

thou [ð]

roe [ɹ]

destroy [dɪ'strɪ]

lie [l]

sigh [s]

boy [b]

soul [s l]

steak [st k]

neither [n ðə]

dowdy [d dɪ]

feign [f n]

choice [tʃ s]

9. Diphthongs borrowed from RP [aə][eə][ɪə][ɔə][ʊə]

cheer [tʃ]

gargle [g gəl]

paired [p d]

soared [s d]

moor [m]

share [ʃ]

insure [ɪn'ʃ]

pier [p]

stair [st]

heir []

adore [ə'd]

appear [ə'p]

poor [p]

quarter [kw tə]

here [h]

starve [st v]

prayer [pra]

dearly [d lɪ]

course [k s]

where [wɛ]

gourd [g d]

prepare [pɪ'p]

ore []

pour [p]

steer [st]

detour [dit]

darkness [d knəs]

force [f s]

sincere [sən's] or [sɪn's]

hearth [h θ]

tear [t] or [t]

contour [kant]

10. Triphthongs

aspire [ə'spɪər]	bower [baʊər]
sour [saʊər]	dire [daɪər]
lyre [laɪər]	flour [flaʊər]
prior [paɪər]	cower [kaʊər]
choir [kwaɪər]	fired [faɪəd]
pyre [paɪər]	glower [gləʊər]
devour [dɪ'vaʊər]	power [paʊər]
friar [fraɪər]	tower [taʊər]
scoured [skəʊəd]	inquire [ɪn'kwaɪər]
inspired [ɪn'spaɪəd]	crier [kraɪər]

Introduction to English consonants

Which word does not belong? Indicate the word and the correct IPA symbol, e.g., boy, rubber, no, slab (Answer: no [n]).

[b] blubber, brown, pop, rob	Answer:
[p] purple, dapper, lap, bob	Answer:
[d] coddle, toe, down, glad	Answer:
[t] do, team, rattle, hot	Answer:
[g] gaggle, log, grow, claw	Answer:
[k] club, goo, cue, key, black	Answer:
[v] verve, fluff, savvy, vere	Answer:
[f] surf, phone, nerve, baffle	Answer:
[ð] them, thus, bathe, thought	Answer:
[θ] path, thou, ethical, throat	Answer:
[z] zoo, hams, dazzle, sue	Answer:
[s] scene, pals, cent, pass	Answer:
[ʒ] fission, mirage, usual, decision	Answer:
[ʃ] mission, fusion, chute, sure, shy	Answer:
[h] hard, when, hand, hearty	Answer:
[ʌ] why, win, where, what	Answer:

[m]	tomb, calm, summer, gnat	Answer:
[n]	knead, gnome, tunnel, sing	Answer:
[ŋ]	scant, singer, lynx, thank	Answer:
[ŋ]	news, navel, onion, nude	Answer:
[l]	light, sigh, hall, clamp	Answer:
[dʒ]	gin, jinx, badge, slog	Answer:
[tʃ]	germ, chew, latch, picture	Answer:
[dʒ]	lads, mats, binds, pints	Answer:
[ts]	wastes, sleds, mitts, pots	Answer:
[w]	quick, won, whet, want	Answer:
[j]	cute, pure, music, flew	Answer:
[ɹ]	hue, red, wrap, error	Answer:

Consonants

Transcribe the missing consonant(s) into IPA, e.g., talc [æl] (Answer: [tælk]).

11. Plosives (Stops) [b][p][d][t][g][k]

aghast [ə' æs]	behind [r'ham]
shellac [ʃə'læ]	beard [rə]
knob [nɑ]	lobby [lɑ ɪ]
gallop [ælə]	occupy [ɑ jʊ aɪ] or [ɑ jə aɪ]
excerpt (n.) [ɛksə]	nugget [nʌ ə]
fold [fəʊl]	abbess [æ əs]
dialogue [aɪələ]	mountain [maʊn ən]
antique [æn' i]	cheddar [tʃɛ ə]
shutter [ʃʌ ə]	speed [s i]
code [ou]	happen [hæ ən]
puddle [ʌ əl]	supper [sʌ ə]
rattle [ɹæ əl]	guilty [ɪl ɪ]

12. Fricatives [v][f][z][s][ð][θ][ʒ][ʃ][h][ʍ]

theft [ε t]	barrage [bə'ɪɑ]
scenario [ə'nɑɪoʊ]	whisper [ɪ pə]
parachute [pæɪə ut]	social [ou əl]
designer [dɪ' aɪnə]	why [aɪ]
poverty [pɑ ətɪ]	psychic [aɪkɪk]
spring [pɪŋ]	permission [pə'mɪ ən]
divvy [dɪ ɪ]	southern [ʌ ən]
sugar [ʊgə]	confusion [kən' ju ən]
zest [ε t]	whole [oul]
frightening [ɪaɪtəniŋ]	message [mɛ əʃ]
gather [gæ ə]	measure [mɛ ə]
nation [neɪ ən]	phenomenal [ə'nɑmənəl]
puzzle [pʌ əl]	giraffe [ʤə'ɪæ]
should [ʊd]	teeth [ti]
cough [kɑ]	cedar [idə]
home [oum]	verbal [ɜbəl]

13. Nasals [m][n][ŋ][ŋ]

think [θɪ k]	malign [ə'lɑɪ]
merry [ɛɪ]	gnome [ou]
Bronx [brɑ ks]	autumn [ɔtə]
summit [sʌ ət]	knead [id]
ringer [ɪ ə]	qualm [kwɔ]
pinch [pɪ tʃ]	newsworthy [uz,wɜðɪ]
aplomb [ə'plɑ] or [ə'plʌ]	sinner [sɪ ə]
union [ju ə]	nubile [ubaɪl]

14. Glides and approximants [w][j][ɹ]

punity [p unɪtɪ]	chrome [k oum]
quart [k ɔət]	bewail [br' eɪl]
phrase [f eɪz]	Tuesday [t uzdeɪ]

commune [kəm un]	aware [ə' eə]
rhinoceros [ri'nasə əs]	cure [k ʊə]
wake [eɪk]	lute [l ut]
wonder [ʌndə]	million [mɪl ən]
wry [aɪ]	musician [m u'zɪʃən]
quite [k aɪt]	Hugh [h u]
university [unə'vɜ:sɪtɪ]	rhapsody [æpsədi]
equation [ɪ'k eɪʒən]	duke [d uk]
wriggle [ɪgəl]	quarterly [k ɔ:təɪli]
assume [ə's um]	wrought [ɔ:t]

15. Affricates [dʒ][tʃ]

chained [eɪnd]	generate [ɛnəreɪt]
pigeon [pɪ ən]	search [sɜ]
jasmine [æzmən]	farfetched [fɑə'fe t]
lecture [lek ə]	veggie [ve ɪ]
gymnasium [ɪm'neɪzɪəm]	natural [næ ərəl]
strategy [strætə ɪ]	justice [ʌstəs]
majesty [mæ əstɪ]	dodge [dɑ]
Fiji [fi ɪ]	joke [ɔ:k]
giant [aɪənt]	choice [ɔɪs]
large [lɑ]	jaw [ɔ]

Reverse IPA assignment no. 1

Youth, Day, Old Age, and Night

[juθ deɪ oʊld eɪdʒ | ænd naɪt]

[juθ lædʒ lɑːstɪ lʌvɪŋ]

[juθ fʊl | əv greɪs fɔːs fæsə'neɪʃən]

[du ju noʊ ðæt oʊld | eɪdʒ meɪ kʌm | æftə ju]

[wɪθ | ɪkwəl greɪs fɔːs fæsə'neɪʃən]

[deɪ fʊlbloʊn | ænd splendəd]

[deɪ əv ði rɪ'mens sʌn]

[ækʃən | æm'bɪʃən læftə]

[ðə naɪt fə'loʊz kləʊs wɪð mɪljənz | əv sʌnz]

[ænd slɪp | ənd ɪ'stɔːɪŋ dæknəs]

[wɔlt mɪtmən]

Reverse IPA assignment no. 2

[ɪf ðə dʌl sʌbstəns | əv maɪ flɛʃ wɜ θɔt]

[ɪn'ʤʊmɪəs dɪstəns ʃʊd nɑt stɑp maɪ weɪ]

[fɔə ðen dɪ'spɑt | əv speɪs | aɪ wʊd bi bɔt]

[fɪʌm lɪmɪts fəʊ ɪ'moʊt məə ðəʊ dʌst steɪ]

[nəʊ mæʔə ðen | ɔl'ðəʊ maɪ fʊt dɪd stænd]

[ə'pɔn ðə fəðəst | ɜθ ɪ'mʊvɪd fɪʌm ðɪ]

[fɔə nɪmbəl θɔt kæn ʤʌmp boʊθ si ænd lænd]

[æz sʌn æz θɪŋk ðə pleɪs məə hi wʊd bi]

[bʌt | ɑ θɔt kɪlz mi ðæt | aɪ əm nɑt θɔt]

[tu lɪp ləʊʤ leɪθs | əv maɪlz mən ðəʊ æt ɡʌn]

[bʌt ðæt sou mʌtʃ | əv | ʒθ | ənd wɔtə ɪt]

[aɪ mʌst | ə'tend taɪmz lɛʒə wɪð maɪ maʊn]

[ɪ'sɪvɪŋ nɒt baɪ eləmənts sou sləʊ]

[bʌt heɪvɪ tɪəz bædʒəz | əv | aɪðəz wəʊ]

[wɪljəm ʃeɪkspiə]

Assignment no. 1: Vowels and consonants

1. Provide the missing vowels in the IPA transcriptions of the following words:

feed [f d]	unhappy [n'h p]
breast [br st]	fancy [f ns]
poutine [p 't n]	built [b lt]
borrow [b ɹ]	dove [d v]
feather [f ð]	haughty [h t]
carriage [k ɹ ʒ]	above ['b v]
ask [sk]	under [nd]
tarry [t ɹ]	askew ['skj]
thought [θ t]	gone [g n]

2. Provide the missing consonants and glides in the IPA transcriptions of the following words:

babble [æ ə]	doubt [aʊ]
judgement [ʌ ə]	ripple [ɪ ə]
knew [u]	purpose [ɜ ə]
musical [u ɪ ə]	window [ɪ ou]
singers [ɪ ə]	taught [ɔ]
gopher [ou ə]	cackle [æ ə]
onion [ʌ ə]	fewer [uə]
writer [aɪ ə]	cuddle [ʌ ə]
jury [ɔ ɪ]	happen [æ ə]
otter [ɑ ə]	nude [u]
haggle [æ ə]	azure [æ ə] or [æ uə]
humungous [u' ʌ ə]	cohort [ou ɔ ə]
arid [æ ɪ]	shower [aʊə]
badge [æ]	Tuesday [u eɪ]
finger [ɪ ə]	ashes [æ ə]
pleasure [ɛ ə] or [ɛ uə]	fabulous [æ u ə]

Assignment no. 2: Vowels and consonants

1. Provide the missing vowels in the IPA transcriptions of the following words:

soon [s n]	decoy [d k]
book [b k]	height [h t]
full [f l]	lose [l z]
weight [w t]	goal [g l]
pour [p]	mouse [m s]
pure [p]	hair [h]
cower [k]	discover [d s'k v]
farthest [f ð st]	cheer [tʃ]
doomed [d md]	foul [f l]

2. Provide the missing consonants and glides in the IPA transcriptions of the following words:

very [ε ɪ]	fickle [ɪ ə]
thinking [ɪ ɪ]	barren [æ ə]
why [aɪ]	dimmer [ɪ ə]
savvy [æ ɪ]	laughter [æ ə]
hassle [æ ə]	cherish [ε ə]
assume [ə' u]	paths [æ]
house [aʊ]	cast [æ]
dutiful [u ə ʊ]	hums [ʌ]
awry [ə' aɪ]	nation [eɪ ə]
where [ɛə]	thimble [ɪ ə]
snatch [æ]	worst [ɜ]
mannerism [æ ə ɪ]	whet [ε]
assure [ə' ʊə]	choices [ɔɪ ə]
bathe [eɪ]	phantom [æ ə]
wander [ɑ ə]	garage [ə'ɪɑ] or [ə'ɪɑ]
shameful [eɪ ʊ]	jester [ε ə]

Proficiency in German IPA

Introduction to German vowels

Which word does not belong? Indicate the word and the correct IPA symbol, e.g., *See, Zelt, mehr, beten* (Answer: *Zelt* [ɛ]).

[i:]	mir, Sitz, ihm, Liebe	Answer:
[ɪ]	Kind, ich, singen, nie	Answer:
[e:]	Reh, besser, Beet, reden	Answer:
[ɛ]	hätte, mehr, letzte, schlecht	Answer:
[ɛ:]	wäre, Tränen, gähnen, Bässe	Answer:
[a:]	Wasser, Vater, Kahn, Saal	Answer:
[a]	hatte, Rast, Abend, backen	Answer:
[o:]	Sohn, Sonne, Boot, oben	Answer:
[ɔ]	rot, Gott, Sommer, Wonne	Answer:
[u:]	Uhr, Schuh, unter, tun	Answer:
[ʊ]	Ruhe, und, Lust, Mutter	Answer:
[ɐ]	dir, er, wieder, gute	Answer:
[ə]	kleine, ohne, bester, Frauen	Answer:
[y:]	über, füllen, fühlen, spülen	Answer:
[ʏ]	Myrthen, Lyrik, Glück, zurück	Answer:
[ø:]	schön, Götter, höhe, hören	Answer:
[œ]	möchte, Wörter, stöhnen, Hölle	Answer:
[ae]	schien, mein, Bayern, scheint	Answer:
[ao]	blau, rauben, neuer, Auge	Answer:
[ɔø]	läuft, laufen, Reu, Teufel	Answer:

Vowels

Transcribe the missing vowel(s) into IPA, using the colon as necessary, e.g., *rot* [r t] (Answer: [ro:t]).

1. [i:] vs. [ɪ]

studieren [ʃtu'd rən]	dir [d ɐ]
binnen [b nən]	ihm [ɪ m]
die [d i]	Geschwister [gə'ʃv stə]
Delfin [dɛl'f n]	ist [ɪ st]
ihnen [ɪ nən]	Maschine [ma'ʃ nə]
schwimmen [ʃv mən]	Biene [b i nə]
Schiff [ʃ f]	Lindenbaum [l ɪ ndənbaʊm]
legitim [legi't m]	trinken [tr ɪ kən]
wissen [v sən]	Beziehung [bə'ts ʊŋ]
hilfreich [h ɪ fraeç]	nichts [n ɪ çts]
Kind [k ɪ nt]	ihrerseits [ɪ rərzaets]
sinken [z ɪ kən]	erziehen [ɛr'zɪ ɛn]
niemals [n i ma:ls]	Augenlider [aʊgənɪ dɛ]

2. [e:] vs. [ɛ]

verstehen [fɛə'ʃt ɛn]	Hemmung [h ɛ mʊŋ]
eben [ɛ bən]	verschwenden [fɛə'ʃv ɪ ndən]
besser [b ɛ sɐ]	Himbeere [hɪmb ɛ rə]
trennbar [tr ɛ nba:ɐ]	gestern [g ɛ stɛrn]
Klee [kl ɛ]	drehen [dr ɛ n]
enden [ɛ ndən]	Weg [v k]
Wetter [v tɛ]	er [ɛ]
Meerfrau [m ɛ fraʊ]	Lehrer [l ɛ rɐ]
rennen [r ɛ nən]	schwer [ʃv ɛ]
beleben [bə'l ɛ bən]	sprechen [ʃpr ɛ n]
Kern [k ɛ rn]	kehren [k ɛ rən]

3. [ɛ:] vs. [ɛ]

Lärm [l ɛ rm]	spät [ʃp t]
näher [n ɛ]	Gäste [g ɛ stə]
gähnen [g ɛ nən]	Dämmerung [d ɛ mɛrʊŋ]

wähnen [v nən]	Tränen [tr nən]
mäßig [m sıç]	Wälder [v ldə]
Fähigkeit [f ıçkaet]	lästern [l stərn]
Pläne [pl nə]	älter [ltə]
gesättigt [gə'z tıçt]	gebären [gə'b rən]
Gläser [gl zə]	lässig [l sıç]
wärmer [v rmə]	Universität [univ rzi't t]
Stätte [ʃt tə]	hätte [h tə]

4. [a:] vs. [a]

wahnsinnig [v nzınrıç]	Mann [m n]
klagen [kl gən]	Schlacht [ʃl χt]
fabelhaft [f bəl h ft]	behaart [bə'h rt]
backen [b kən]	Sachen [z χən]
Haarbürste [h əbyrstə]	Hass [h s]
Fahne [f nə]	nass [n s]
U-Bahn [u:b n]	Waage [v gə]
danke [d ŋkə]	einladen [aenl dən]
Rand [r nt]	Abend [bənt]
anfangen [nf ŋən]	angeln [ŋəl n]

5. [o:] vs. [ɔ]

Wohnung [v nuŋ]	locker [l kə]
toben [t bən]	Strom [ʃtr m]
noch [n χ]	Schloss [ʃl s]
Bohnen [b nən]	froh [fr]
oft [ft]	Wort [v rt]
Moos [m s]	voll [f l]
fromm [fr m]	Bahnhof [ba:nh f]
sonderbar [z ndərba:rə]	Krone [kr nə]
doof [d f]	gekrochen [gə'kr χən]
Boot [b t]	Wolken [v lkən]

6. [u:] vs. [ʊ]

Huhn [h n]	Kuh [k]
munter [m ntə]	Blumen [bl mən]
Kunde [k ndə]	Wut [v t]
Butter [b tə]	Thunfisch [t nfiʃ]
muffig [m fiç]	durch [d rç]
Armbanduhr [armbant e]	Furcht [f rçt]
Durst [d rst]	und [nt]
Stuhl [ʃt l]	Sonnenhut [zɔnənh t]
Schlummer [ʃl mɐ]	Kunst [k nst]
Zug [ts k]	Handschuh [hantʃ]

7. [y:] vs. [ʏ]

rhythmisch [r tmɪʃ]	Bemühung [bə'm ʊŋ]
spücker [ʃp kən]	süß [z s]
Mühle [m lə]	Stück [ʃt k]
Typ [t p]	berühren [bə'r rən]
System [z 'ste:m]	zurück [tsu'r k]
Analyse [ana'l zə]	spüren [ʃp rən]
füllen [f lən]	zynisch [ts niʃ]
syllabisch [z 'la:biʃ]	Führung [f rʊŋ]
dynamisch [d 'na:miʃ]	rückwärts [r kwɛrts]
Übungen [bʊŋən]	glücklich [gl klɪç]

8. [ø:] vs. [œ]

verwöhnt [fɛə'v nt]	röntgen [r ntgən]
Römer [r mɐ]	Dörfer [d rfɛ]
Fön [f n]	Behörde [bə'h rdə]
blöd [bl t]	Töpfe [t pfə]
stören [ʃt rən]	Stundenlöhne [ʃtʊndənl nə]
Brötchen [br tçən]	Knöchel [kn çəl]
möchte [m çtə]	Möhren [m rən]

Krönung [kr nʊŋ]	dröhnen [dr nən]
Völker [f lkɐ]	Götter [g tɐ]
Wörter [v rɔ]	Knödel [kn dəl]

9. Diphthongs [ae][ao][ɔø]

feiern [f ɛrn]	Baum [b m]
heute [h tɔ]	erscheinen [ɛʁʃ nən]
Autobahn [toba:n]	betreuen [bɛ'tr ɛn]
Laib [l p]	Papagei [papa'g]
Bayern [b ɛrn]	Gebäude [gə'b dɔ]
Zeugnis [ts knɪs]	Ausflug [sflu:k]
Kaiser [k zɛ]	Freude [fr dɔ]
Wein [v n]	blau [bl]
auch [χ]	arbeiten [arb tən]
neun [n n]	Pause [p zɔ]
Mauer [m ɐ]	träumen [tr mən]
Rauch [r χ]	häufig [h fiç]

Introduction to German consonants

Which word does not belong? Indicate the word and the correct IPA symbol, e.g., *Tag*, *Lage*, *gehen* (Answer: *Tag* [k]).

- | | |
|----------------------------------|---------|
| [b] haben, Grab, Ebbe, Bett | Answer: |
| [p] Puppe, Dieb, Liebe, hopfen | Answer: |
| [d] doof, Widder, Rad, baden | Answer: |
| [t] bitte, Stadt, Tod, Rede | Answer: |
| [g] Tag, groß, Bagger, Lage | Answer: |
| [k] Kreis, Tage, blicken, Akkord | Answer: |
| [v] Wetter, Klavier, von, Wonne | Answer: |
| [f] vier, Neffe, was, fahren | Answer: |
| [z] Rose, Sonne, Gesang, Brahms | Answer: |
| [s] zoo, wissen, Glas, bloß | Answer: |

[ʒ]	Genie, Mozart, Journal, Jury	Answer:
[ʃ]	Sprache, schön, Student, sind	Answer:
[h]	hart, Herz, mehr, Himmel	Answer:
[j]	ich, Jäger, Jod, jubeln	Answer:
[ç]	fertig, Milch, Fisch, dich	Answer:
[χ]	nach, pochen, Sucht, durch	Answer:
[m]	nie, Mond, Sommer, samt	Answer:
[n]	Kind, Zimt, nicht, Mann	Answer:
[ŋ]	danke, Finger, Kinder, singen	Answer:
[l]	Stille, sehr, Licht, Bild	Answer:
[r]	Regen, klirren, Wert, war	Answer:
[ts]	rechts, jetzt, zart, Art	Answer:
[tʃ]	Tisch, Deutsch, Quatsch, Tschüß	Answer:

Consonants

Transcribe the missing consonant(s) into IPA, e.g., *bestimmt* [əʃ ɪm] (Answer: [bəʃtɪmt])

10. Plosives [b][p][d][t][g][k]

Mutter [mʊ ɐ]	halb [hal]
Bleistift [laeʃ ɪf]	dankbar [aŋ a:ɐ]
Frage [fra: ə]	babbeln [a əln]
Stadt [ʃ a]	Preis [raes]
knuddeln [nʊ əln]	Wald [val]
Grenze [rɛntsə]	Puppe [ʊ ə]
Betrieb [əʌ ri:]	tanzen [antsən]
Baggersee [a ɛrze:]	können [ɔnən]
Akkord [aʌ ɔr]	blicken [lɪ ən]
Theater [eʌa: ɐ]	Schlag [ʃla:]
Brief [ri:f]	Dienst [i:ns]
Rückkehr [rʏ ɛə]	schmecken [ʃmɛ ən]

11. Fricatives [v][f][z][s][ʒ][ʃ][h]

Größe [grø: ə]	Neffe [nɛ ə]
warum [a'rum]	Sprache [pra:χə]
Visum [i: um]	aufführen [ao y:rən]
Genie [e'ni:]	absolvieren [ap əl' i:rən]
Student [tu'dɛnt]	finden [ɪndən]
veranstalten [ɛʁ an taltən]	Phonetik [o'ne:tɪk]
Gras [gra:]	beweisen [bə' ae ən]
schenken [ɛŋkən]	Journalismus [ʊrna'lr mu]
Klarheit [kla:r aet]	wichtig [ɪçtɪç]
müssen [mʏ ən]	duften [du tən]
Haut [aot]	Sommer [ʊmɐ]
Sprachkurs [pra:χkʊr]	gehören [gə' ø:rən]

12. Nasals [m][n][ŋ]

Gedanke [gə'da kə]	Kinn [kɪ]
manchmal [a ç a:l]	nächste [ɛ:çstə]
sinken [zɪ kə]	murmeln [ʊr əl]
anfangen [a fa ə]	Kummer [kʊ ɐ]
Spinne [di ʃpɪ ə]	Notfall [o:tfal]
dringen [dri ə]	kaum [kao]
innerhalb [ɪ ərhalb] or [ɪ ɐhalb]	schlank [ʃla k]
Trommel [trɔ əl]	Gewimmel [gə'vɪ əl]
wohnen [vo: ə]	anmerken [a ɛrkə]
schwanken [ʃva kə]	nehmen [e: ə]

13. [r] vs. [ʁ]

Meer [me:]	Unterricht [untə ɪçt]
erzählen [ɛ 'tsɛ:lən]	Vater [fa:t]
Reihe [aeə]	Ohr [o:]
weiter [vaet]	Sperrung [ʃpɛ ʊŋ]
derselbe [de 'zɛlbə]	Fahrrad [fa: a:t]

Wirt [vɪ t]	rastlos [ʌstlo:s]
Trauer [t ao]	Briefmarke [b i:fma kə]
drei [d ae]	dir [di:]
ersehen [ε 'ze:ən]	verstehen [fε 'ʃte:ən]
Uhr [u:]	korrigieren [kɔ i'gi: ən]
vorwärts [fo: vε ts]	Rucksack [ʏkzak]
vergessen [fε 'gesən]	zerren [tse ən]

14. [ç] vs. [χ]

Nacht [na t]	Mädchen [mɛ:t ən]
Achtung [a tʊŋ]	nicht [nɪ t]
Milch [mɪl]	durch [dʊr]
doch [dɔ]	Sehnsucht [ze:nzʊ t]
brechen [brε ən]	Bächlein [be laen]
Sprüche [ʃpry: ə]	Buch [bu:]
auch [ao]	innig [ɪnɪ]
Pracht [pra t]	ewig [e:vɪ]
manche [man ə]	gebrochen [gə'brɔ ən]

15. Affricates [ts][tʃ]

Zahnarzt [a:n a:r t]	kurz [kur]
Celsius [εlziʊs]	witzig [vɪ ɪç]
Kutsche [kʊ ə]	aufwärts [aofvɛr]
reizen [rae ən]	Caesar [ε:zɑ:e]
lutschen [lʊ ən]	Katze [ka ə]
geht's [ge:]	Peitsche [pae ə]
Pflanze [pflan ə]	Rätsel [rɛ: əl]
nichts [nɪç]	rutschen [rʊ ən]
cyrillisch [ʏrɪlɪʃ]	sitzen [zɪ ən]
herzlich [hɛr ɪç]	gibt's [gi:p]

16. Additional consonants [kv][ks]

Taxi [ta i]	Quelle [ɛlə]
Erwachsene [ɛɐ'va ənə]	quietschen [i:tʃən]
fix [fi]	Quatsch [atʃ]
Fixierung [fi' i:rʊŋ]	sechs [zɛ]
quetschen [ɛtʃən]	Nixen [ni ən]
Quadrat [a'dra:t]	wachsen [va ən]
Examen [ɛ' a:mən]	quasseln [asəlŋ]
Qual [a:l]	Dachshund [da hʊnt]
quarren [arən]	Flexibilität [fle ibili'te:t]
quälen [ɛ:lən]	Fuchs [fu]
Quartal [ar'ta:l]	quer [e:ə]

Assignment no. 1: Vowels and consonants

1. Provide the missing vowels in the IPA transcriptions of the following words:

nächsten [n ɕst n]	auflösen [fl z n]
gingen [g ŋ n]	Männer [m n]
wäre [v r]	zurück [ts 'r k]
bist [b st]	möchten [m ɕt n]
lachte [l ɕt]	letzten [l tst n]
früh [fr]	Oberkörper [b k r p]
Schminke [ʃm ŋk]	geschlafen [g 'ʃl f n]
mieten [m t n]	Schlange [ʃl ŋ]
setzten [z tst n]	Tag [t k]
sehr [z]	Fernsehen [f rnz n]
ihnen [n n]	schön [ʃ n]

2. Provide the missing consonants in the IPA transcriptions of the following words:

Bildschirm [ɪ ɪ]	Quelle [ε ə]
dauern [aoə]	zanken [a ə]
quer [e:ə]	verlassen [ɛv' a ə]
rot [o:]	Sängerin [ε ə ɪ]
Kammer [a ə]	Meer [e:ə]
danke [a kə]	zerren [ε ə]
Qualität [a i' ε:]	Apparat [a a' a:]
Morgen [ɔ ə]	bleiben [ae ə]
jetzt [ε]	Nachbar [a a:ə]
trösten [ø: ə]	Podest [o' ε]
lieber [i: ə]	Rohr [o:a]
sinken [ɪ ə]	Platten [a ə]
letzten [ε ə]	bitter [ɪ ə]
drucken [ʊ ə]	Finger [ɪ ə]
erweitern [ɛv' ae ə]	Blech [ε]

Assignment no. 2: Vowels and consonants

1. Provide the missing vowels in the IPA transcriptions of the following words:

feines [f n s]	noch [n χ]
hellgrau [h lgr]	ohne [n]
teuer [t]	Uhren [r n]
gleiche [gl ç]	voller [f l]
Stunde [ʃt nd]	glaubte [gl pt]
roch [r χ]	Schuhen [ʃ n]
Ton [t n]	aufeinander [f 'n nd]
durch [d rç]	Frauen [fr n]
trug [tr k]	Hof [h f]
Jungen [j ŋ n]	Feuer [f]

2. Provide the missing consonants in the IPA transcriptions of the following words:

vielleicht [i' ae t]	Sauerkraut [aoø ao]
Journal [u ' a:]	Bucht [u]
Milch [i r]	Stelle [ε ə]
fix [r]	Quatsch [a]
Häuser [ɔø ə]	gesprachen [ə' ɔ ə]
auch [ao]	rechts [ε]
Frage [a: ə]	platschen [a ə]
fertig [ε r]	sprechen [ε ə]
Wetter [ε ɐ]	Wachs [a]
Lächeln [ε ə]	Brahms [a:]
manchmal [a a:]	heraus [ε' ao]
nichts [r]	matschig [a r]
voraus [o' ao]	Erwachsene [ɛə' a ə ə]
Tisch [r]	sichtbar [r a:ə]
suchen [u: ə]	wesentlich [e: ə r]

PART I
INTRODUCTION

1

Elementary Concepts

Cardinal vowels

1. List the primary Cardinal Vowels, writing the symbols in IPA

- | | | | |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |

2. List the front Cardinal Vowels in order of tongue position (high to low)

- | | | | |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
|----|----|----|----|

3. List the back Cardinal Vowels in order of tongue position (low to high)

- | | | | |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
|----|----|----|----|

Consonant classification

1. Fill in the following chart for English consonants:

	Plosive	Fricative	Approximant	Lateral	Trill	Nasal	Affricate
Bilabial							
Labiodental							
Labial-velar							
Dental							
Alveolar							
Postalveolar							
Palatal							
Velar							
Uvular							
Glottal							

2. Fill in the following chart for German consonants:

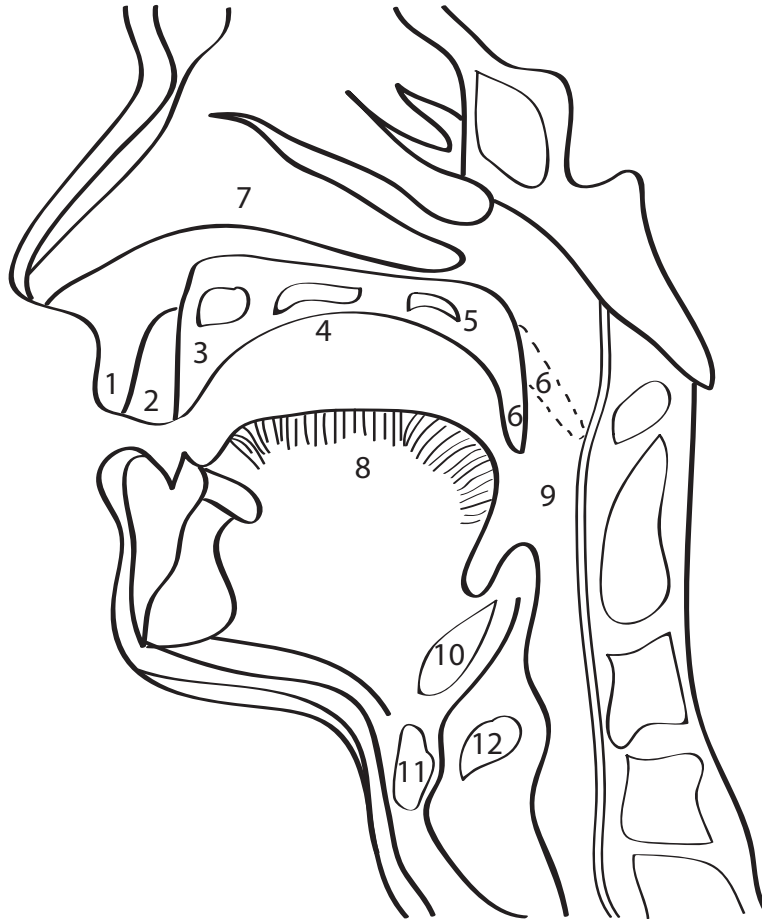
	Plosive	Fricative	Lateral	Trill	Nasal	Affricate
Bilabial						
Labiodental						
Dental						
Alveolar						
Postalveolar						
Palatal						
Velar						
Uvular						
Glottal						

3. Name the point of articulation for the following consonants and glides, e.g., [t]
(Answer: alveolar).

[b]	[ð]
[d]	[f]
[g]	[ç]
[h]	[j]
[k]	[l]
[m]	[n]
[ŋ]	[p]
[p]	[r]
[r]	[s]
[ʃ]	[t]
[tʃ]	[ts]
[v]	[w]
[z]	[χ]
[ʝ]	[ʒ]
[ʌ]	[ɬ]
[ç]	[θ]

Quiz no. 1: Organs of speech

1. Name the organs of speech as indicated on the following diagram:



①

②

③

④

⑤

⑥

⑦

⑧

⑨

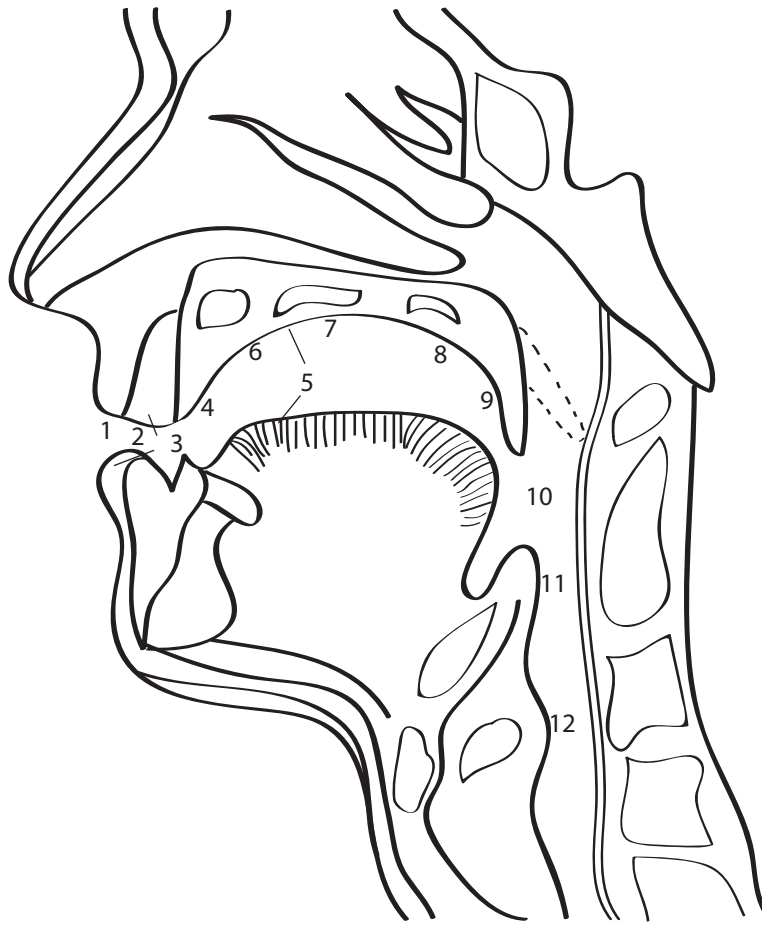
⑩

⑪

⑫

Quiz no. 2: Points of articulation

1. Identify the points of articulation on the following diagram:



1

2

3

4

5

6

7

8

9

10

11

12

Quiz no. 3: Phonetic and anatomical terms

Provide definitions and examples for the following phonetic and anatomical terms, e.g., plosive (Answer: a consonant whereby the air in the vocal tract is completely blocked, then released audibly, for example, [t][p][k][d][b][g]).

fricative

glide

labial-velar

soft palate

dental

approximant

plosive

alveolar

lateral

vowel

palatal

nasal

postalveolar

trill

bilabial

affricate

glottal

consonant

labiodental

velar

close vowel

hard palate

open vowel

larynx

pharynx

PART II
ENGLISH

4

The Structure of English

1. Silent letters

Transcribe the following words into IPA, identifying the silent letters, e.g., calm (Answer: [kɑm], silent L).

eight	knee
claw	written
fastener	whose
caulk	comb
salmon	scenic
whom	nigh
rhetoric	castle

2. The Hidden *schwa*

Transcribe the following words into IPA, inserting the *schwa* as necessary, e.g., dimple (Answer: [dɪmpəl]).

simple	trample
able	bubble
bauble	trouble
riddle	idle
metre	cuddle
little	coddle

3. Word stress

In each line, underline the word whose stress pattern does not match, e.g., (Answer: destroy destitute defrost deliver).

develop opinion probable contribute

analysis	economy	apology	photographic
defrost	demure	depot	depose
opportunity	stationary	secretary	vegetable
supervisor	necessary	economy	military
antelope	catalogue	envelop	beautiful
powerful	delusion	secretive	frustrating
summon	succumb	sudden	supple

4. Homophones

Check the box beside pairs that are true homophones, e.g., oar/ore (Answer: oar/ore [ɔə]). If the pair is not a homophone, then explain the difference.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> rye/wry | <input type="checkbox"/> close/clothes |
| <input type="checkbox"/> flu/flew | <input type="checkbox"/> cock/caulk |
| <input type="checkbox"/> tarry/Terry | <input type="checkbox"/> metal/mettle |
| <input type="checkbox"/> bomb/balm | <input type="checkbox"/> sighed/sight |
| <input type="checkbox"/> then/than | <input type="checkbox"/> our/are |
| <input type="checkbox"/> dost/dust | <input type="checkbox"/> cent/scent |

5. Lyric diction syllabification

Divide the following words into “lyric diction syllabification”, e.g., rabble (Answer: ra-bble), prediction (Answer: pre-di-ction)

- | | |
|--------------|-------------|
| ability | optimistic |
| anxiety | alternate |
| recognizable | necessarily |
| infectious | elementary |

6. Primary stress in polysyllabic words

Indicate the primary stress in the following words, e.g., surprise (Answer: sur¹prise)

homogenize homogeneous homogeneity

real really realize reality realism realist realistic realization

divide division divisible divisibility divisional divisive divisor

voluntary volition volunteer voluntarily volume voluminous

produce (n.) product production productive producible productiveness

productivity produce (v.) producer

relate relation relational relationship relative relatively relativity relatedness

photograph photographer photographic photography photos

7. “Unstress” and the *schwa*

Transcribe the following words into IPA, noting the use of the *schwa* for unstressed syllables, e.g., pencil (Answer: [pensəl]).

another	gentlemen
woman	massage
terrible	smitten
modum	portal
popsicle	feminist
spoken	pleasure
doctor	factory

Assignment no. 1: Silent letters and homophones

1. Transcribe the following words into IPA, identifying the silent letters, e.g., castle (Answer: [kæsəl], silent T).

subtle	yacht
indictment	bomb
sandwich	handkerchief
resign	assignment
sighed	pharaoh
vehicle	knocked
knead	should
halves	autumn
hymn	psychic
psalter	aisle
viscount	pestle
mortgage	asthma
isthmus	two
lawn	wrong
wreaked	thaw

2. Check the box beside pairs that are true homophones, e.g., patience/patients (Answer: patience [peɪʃəns], patients [peɪʃənts]). If the pair is not a homophone, then explain the difference.

<input type="checkbox"/> sword/soared	<input type="checkbox"/> packed/pact
<input type="checkbox"/> liar/lyre	<input type="checkbox"/> side/sighed
<input type="checkbox"/> gentleman/gentlemen	<input type="checkbox"/> woman/women
<input type="checkbox"/> isle/I'll	<input type="checkbox"/> blue/blew
<input type="checkbox"/> base/bass	<input type="checkbox"/> willed/wild
<input type="checkbox"/> court/quart	<input type="checkbox"/> pom/palm
<input type="checkbox"/> rain/reign	<input type="checkbox"/> witch/which
<input type="checkbox"/> pale/pail	<input type="checkbox"/> rose/rows

Assignment no. 2: Glottal onsets

1. Indicate where there is a required glottal onset, e.g., An apple and a pear (Answer: An |apple and a pear).

You blame me that I ran away?

Why, Sir, the enemy advanced:

Balls flew about, and who can say

But one, if I stood firm, had glanced

In my direction? Cowardice?

I only know we don't live twice,

Therefore, shun death, is my advice.

True, I myself, Sir, though I scold

The cowardly, by no means come

Under reproof as overbold

I, who would have no end of brutes

Cut up alive to guess what suits

My case and saves my toe from shoots.

Arcades Ambo by Robert Browning

5 Characteristic English Phonemes

In the following exercises, transcribe all words into IPA.

1. [ɑ] vs. [æ]

catch	watch
father	sarcasm
car	start
hard	half
rang	large
gallon	garage
badge	massage
swan	chance
swap	swamp
dance	suave
bank	habit

2. Prevalence of the *schwa* [ə]

system	answer
offend	around
atlas	trusted
mountain	president
famous	stencil
confront	pleasant
seldom	history
other	enemy
estimate	problem
curious	adjust
taken	dozen
decimal	difficult

postman	easily
wizard	silent
lemon	focus
bottom	habit
remedies	celebrate
television	several
permanently	favorite
competition	against
stability	opponent
zebra	nickel
cousin	person
family	tolerance
confident	responsibility
emigrant	gelatin
imitation	literally
nitrogen	orchestra
passable	singular
effort	metal
heaven	handsome
murmur	foreign
ocean	multiple

3. Use of Y

modify	psyche
guy	lynx
syrup	you
synonym	yearning
tryst	ally
fortify	beautify
yoke	gym
therapy	vilify
yuletide	yield

very	somebody
year	lyric
happily	try
youth	hyphen
memory	lovely
quantify	cylinder
buy	psychology
cycle	bicycle
asylum	oxygen

4. Linking R

Transcribe the following phrases into IPA, observing linking R as applicable:

It is near enough for us.

[]

She is quite far away.

[]

The doctor agrees with him.

[]

There are three places to see.

[]

Tomorrow, there's a tour along the river.

[]

The coat is made of fur and leather.

[]

The actor and actress rehearse all day.

[]

I don't care about that!

[]

Paul will major in Spanish.

[]

As a matter of fact, I am sure enough!

[]

Sooner or later, her eyes will close.

[]

5. Allophones of R according to texture and genre

1. Transcribe the following poem by into IPA. It is scored for voice and piano and the poet is Irish.

Down by the Salley Gardens

[]

my love and I did meet;

[]

She passed the Salley Gardens

[]

with little snow-white feet.

[]

She bid me take love easy,

[]

as the leaves grow on the tree;

[]

But I, being young and foolish,

[]

with her would not agree.

[]

In a field by the river

[]

my love and I did stand,

[]

And on my leaning shoulder

[]

she laid her snow-white hand.

[]

She bid me take life easy,

[]

as the grass grows on the weirs;

[]

But I was young and foolish,

[]

and now am full of tears.

[]

W.B. Yeats

2. Transcribe the following popular Irish song into IPA, scored for voice and chamber orchestra:

When Irish Eyes are Smiling

[]

There's a tear in your eye,

[]

And I'm wondering why,

[]

For it never should be there at all.

[]

With such pow'r in your smile,

[]

Sure a stone you'd beguile,

[]

So there's never a teardrop should fall.

[]

When your sweet lilting laughter's

[]

Like some fairy song,

[]

And your eyes twinkle bright as can be;

[

]

You should laugh all the while

[

]

And all other times smile,

[

]

And now, smile a smile for me.

[

]

When Irish eyes are smiling,

[

]

Sure, 'tis like the morn in Spring.

[

]

In the lilt of Irish laughter

[

]

You can hear the angels sing.

[

]

When Irish hearts are happy,

[

]

All the world seems bright and gay.

[

]

And when Irish eyes are smiling,

[

]

Sure, they steal your heart away.

[

]

For your smile is a part

[

]

Of the love in your heart,

[

]

And it makes even sunshine more bright.

[

]

Like the linnet's sweet song,
[]
Crooning all the day long,
[]
Comes your laughter and light.
[]
For the springtime of life
[]
Is the sweetest of all
[]
There is ne'er a real care or regret;
[]
And while springtime is ours
[]
Throughout all of youth's hours,
[]
Let us smile each chance we get.
[]

Chauncey Olcott/George Graff, Jr.

Assignment no. 1: Use of R according to texture and genre

1. Transcribe the following Irish traditional song into IPA, scored for voice and piano.

The Parting Glass

[]
Of all the money that ere I had,
[]
I spent it in good company.
[]
And of all the harm that ere I've done,
[]
alas was done to none but me.
[]
And all I've done for want of wit,
[]
to memory now I cannot recall.
[]
So fill me to the parting glass.
[]
Goodnight and joy be with you all.
[]

Of all the comrades that ere I had,
[]
they're sorry for my going away,
[]
And of all the sweethearts that ere I had,
[]
they wish me one more day to stay,
[]
But since it falls unto my lot
[]

that I should rise while you should not,

[]

I will gently rise and I'll softly call,

[]

“Goodnight and joy be with you all!”

[]

Oh, if I had money enough to spend

[]

and leisure time to sit awhile

[]

There is a fair maid in this town

[]

that sorely has my heart beguiled

[]

Her rosy cheeks and ruby lips,

[]

she alone has my heart in thrall.

[]

So fill me to the parting glass.

[]

Goodnight and joy be with you all.

[]

Anonymous

2. Transcribe the following American folk song into IPA, scored for voice and orchestra.

Oh, Shenandoah,

[]

I long to see you,

[]

Away you rolling river.

[]

Oh Shenandoah,
[]
I long to see you,
[]
Away, I'm bound away,
[]
'cross the wide Missouri.
[]

Oh Shenandoah,
[]
I love your daughter,
[]
Away, you rolling river.
[]
For her I'd cross,
[]
Your roaming waters,
[]
Away, I'm bound away,
[]
'Cross the wide Missouri.
[]

'Tis seven years,
[]
since last I've seen you,
[]
And hear your rolling river.
[]
'Tis seven years,
[]

since last I've seen you,

[

]

Away, we're bound away,

[

]

Across the wide Missouri.

[

]

Anonymous

Assignment no. 2: Use of R according to texture and genre

1. Transcribe the following Welsh folk song into IPA, scored for voice and string quartet.

The Ash Grove

[]
Down yonder green valley, where streamlets meander,
[]
When twilight is fading I pensively rove
[]
Or at the bright noontide in solitude wander,
[]
Amid the dark shades of the lonely ash grove;
[]
'Twas there, while the blackbird was joyfully singing,
[]
I first met my dear one, the joy of my heart!
[]
Around us for gladness the bluebells were ringing,
[]
Ah! then little thought I how soon we should part.
[]

Still glows the bright sunshine o'er valley and mountain,
[]
Still warbles the blackbird its note from the tree;
[]
Still trembles the moonbeam on streamlet and fountain,
[]
But what are the beauties of nature to me?
[]
With sorrow, deep sorrow, my bosom is laden,
[]

All day I go mourning in search of my love;
[]
Ye echoes, oh, tell me, where is the sweet maiden?
[]
“She sleeps, ‘neath the green turf down by the ash grove.”
[]

Thomas Oliphant

2. Transcribe the following traditional Christian hymn into IPA, scored for voice and piano

Shall we gather at the river,
[]
where bright angel feet have trod,
[]
with its crystal tide forever
[]
flowing by the throne of God?
[]

Yes, we'll gather at the river,
[]
the beautiful, the beautiful river;
[]
gather with the saints at the river
[]
that flows by the throne of God.
[]

On the margin of the river,
[]

washing up its silver spray,
[]
we will walk and worship ever,
[]
all the happy golden day.
[]

Ere we reach the shining river,
[]
lay we every burden down;
[]
grace our spirits will deliver,
[]
and provide a robe and crown.
[]

Soon we'll reach the shining river,
[]
soon our pilgrimage will cease;
[]
soon our happy hearts will quiver
[]
with the melody of peace.
[]

Robert Lowry

6 Vowels

Vowel Classification

Categorize each of the following English vowels (front, back, central, R-less), e.g., [æ] front.

[ɛ]	[ɔ]
[ə]	[i]
[æ]	[ʊ]
[ɑ]	[ʌ]
[ɪ]	[o]
[u]	[ɜ]

Monophthongs

Transcribe the following words into IPA, e.g., dozen [dʌzən].

1. [ʌ] vs. [ə]

husband	shovel
bubble	judgment
loveliest	covet
other	crumble
among	rubble
younger	unhappiness
rustle	trouble
sudden	brother
onion	asunder
undo	jumper
plumber	unlucky

2. [ɔ] vs. [ɑ]

gone	swatches
flaw	install
glossy	tomorrow
hopping	haunt
lawyer	bond
plodding	torrid
wander	although

3. [ɜ] vs. [ə]

perhaps	actor
iron	girl
Herbert	server
learner	curtail
burner	never
bird	ever
sever	tether
another	burden
fervor	worker
murmur	murder
perverted	shepherd
neighbor	curtsey
perform	measure
hurt	leisure

4. [u] vs. [ʊ]

goon	shook
moon	good
cool	pool
forsook	soon
looked	loose
crooked	fool

wooded	book
soot	loon
food	swooned
balloon	wool

5. [ʌ] vs. [ə]

sofa	unreal
center	underworld
roses	dove
presence	come
tough	hopeless
kingdom	attempt
done	eastern
glove	riot
none	treble
someone	sun
purpose	touch
pebble	doesn't
dull	rifle
quiet	untie
slumbered	customers
color	collar
cummerbund	thunder
custard	hover

6. [ʊə] vs. [ə]

nature	surely
pure	rapture
stature	security
capture	treasure
tenure	lure
assure	sure

enclosure	composure
endure	furniture
venture	future
lecture	creature
feature	insurance

7. [ɒ] [oʊ] [ə]

profound	omit
smolder	protest (v.)
follow	doe
toad	November
globe	hoe
frivolous	molest
provide	mediocre
mold	erode
pronounce	melody
borough	window
thorough	obey
arrow	prohibit
boast	proclaim
police	opener

8. [ɜ] vs. [ə]

birch	proctor
favorite	treasure
virtue	journey
pursue	worry
murmur	labor
myrtle	verge
brother	encourage
flourish	leisure
surge	nectar

perplex	defer
differ	word
girth	castor
comfort	humor
colorful	purport
courageous	curt
myrrh	ermine
burglary	quirky
perjury	colonel
churn	furthered
jerked	irked
unworthy	unfurled
furnished	blurred

9. [ɜ] [ə] [ʌ]

never	thirst
undone	menace
surpass	hum
work	peruse
unhappy	nourish
dearest	traitor
purpose	shove
trouble	myrrh
tumor	phantom
earthly	clung
noble	surprise
determine	under
pearl	much
inference	surreal

10. [æ] [ɑ] [ɔ]

fawn	draught
bonding	thought
alternate (n.)	claw
gone	barrage
borrow	not
caution	garage
wand	small
mirage	sorrow
sabotage	enthrall

Diphthongs

11. Borrowed from GA

smoke	sleigh
night	pie
broil	road
sublime	gray
ride	ground
furlough	annoy
thousand	coma
plowed	spoil
bound	royal
silence	frown
fable	sigh
oust	brown
bellow	resign
decade	light
foul	thou
pillow	painful
cried	height
rainy	foamy

break	deny
poison	rejoiced
employ	around
high	guy
ally	pry
smiled	spy
drive	finale
widen	thigh
guide	thy
out	final
poise	howled
our	bout
vow	house
hound	joy
decoy	cow

12. Borrowed from RP

war	allure
star	endearing
your	obscure
card	where
beard	court
hair	pure
alarm	floor
leer	their
outdoor	carve
reindeer	adorn
paired	beware
storm	elsewhere
explore	soared

13. Diphthong or linking R?

mere	diary
sincerely	fare
veer	ear
fairy	fairly
secure	devour
devouring	tiring
purity	erie
queer	teary
query	yearly
weary	poorer
curious	airy
vary	rarest
cheery	cheerful
care	dearly
hereby	nearly
revere	sincere
tired	security
verily	carry

Triphthongs

Transcribe the following into IPA and check the box beside the words containing true triphthongs, e.g., hour (Answer: hour [aʊə]).

<input type="checkbox"/> employer	<input type="checkbox"/> lawyer
<input type="checkbox"/> desire	<input type="checkbox"/> slower
<input type="checkbox"/> conspire	<input type="checkbox"/> lowers
<input type="checkbox"/> admired	<input type="checkbox"/> tower
<input type="checkbox"/> player	<input type="checkbox"/> sour
<input type="checkbox"/> slayer	<input type="checkbox"/> devour
<input type="checkbox"/> layer	<input type="checkbox"/> ours
<input type="checkbox"/> purveyor	<input type="checkbox"/> conveyer

<input type="checkbox"/> inspire	<input type="checkbox"/> mayor
<input type="checkbox"/> wires	<input type="checkbox"/> coward
<input type="checkbox"/> dire	<input type="checkbox"/> towel
<input type="checkbox"/> lyre	<input type="checkbox"/> vowels
<input type="checkbox"/> fired	<input type="checkbox"/> higher
<input type="checkbox"/> liar	<input type="checkbox"/> trial
<input type="checkbox"/> denial	<input type="checkbox"/> coward
<input type="checkbox"/> showered	<input type="checkbox"/> pliers

Assignment no. 1: IPA transcription of poem

High waving heather 'neath stormy blasts bending,

[]

Midnight and moonlight and bright shining stars,

[]

Darkness and glory rejoicingly blending,

[]

Earth rising to heaven and heaven descending,

[]

Man's spirit away from its drear dungeon sending,

[]

Bursting the fetters and breaking the bars.

[]

All down the mountain sides wild forests lending

[]

One mighty voice to the life-giving wind,

[]

Rivers their banks in their jubilee rending,

[]

Fast through the valleys a reckless course wending,

[]

Wider and deeper their waters extending,

[]

Leaving a desolate desert behind.

[]

Shining and lowering and swelling and dying,

[]

Changing forever from midnight to noon;

[]

Roaring like thunder, like soft music sighing,

[

]

Shadows on shadows advancing and flying,

[

]

Lightning-bright flashes the deep gloom defying,

[

]

Coming as swiftly and fading as soon.

[

]

Emily Brontë

Assignment no. 2: IPA transcription of poem

Change Upon Change

[]
Five months ago the stream did flow,
[]
The lilies bloomed within the sedge,
[]
And we were lingering to and fro,
[]
Where none will track thee in this snow,
[]
Along the stream, beside the hedge.
[]
Ah, Sweet, be free to love and go!
[]
For if I do not hear thy foot,
[]
The frozen river is as mute,
[]
The flowers have dried down to the root:
[]
And why, since these be changed since May,
[]
Shouldst thou change less than they.
[]

And slow, slow as the winter snow
[]
The tears have drifted to mine eyes;
[]
And my poor cheeks, five months ago
[]

Set blushing at thy praises so,
[]
Put paleness on for a disguise.
[]
Ah, Sweet, be free to praise and go!
[]
For if my face is turned too pale,
[]
It was thine oath that first did fail,
[]
It was thy love proved false and frail,
[]
And why, since these be changed enow,
[]
Should I change less than thou.
[]

Elizabeth Barrett Browning

Assignment no. 3: IPA transcription of poem

Love And Harmony

[]
Love and harmony combine,
[]
And round our souls entwine
[]
While thy branches mix with mine,
[]
And our roots together join.
[]

Joys upon our branches sit,
[]
Chirping loud and singing sweet;
[]
Like gentle streams beneath our feet
[]
Innocence and virtue meet.
[]

Thou the golden fruit dost bear,
[]
I am clad in flowers fair;
[]
Thy sweet boughs perfume the air,
[]
And the turtle buildeth there.
[]

There she sits and feeds her young,
[]

Sweet I hear her mournful song;

[

]

And thy lovely leaves among,

[

]

There is love, I hear his tongue.

[

]

There his charming nest doth lay,

[

]

There he sleeps the night away;

[

]

There he sports along the day,

[

]

And doth among our branches play.

[

]

William Blake

Assignment no. 4: IPA transcription of poem

My November Guest

[]
My Sorrow, when she's here with me,
[]
Thinks these dark days of autumn rain
[]
Are beautiful as days can be;
[]
She loves the bare, the withered tree;
[]
She walks the sodden pasture lane.
[]

Her pleasure will not let me stay.
[]
She talks and I am fain to list:
[]
She's glad the birds are gone away,
[]
She's glad her simple worsted gray
[]
Is silver now with clinging mist.
[]

The desolate, deserted trees,
[]
The faded earth, the heavy sky,
[]
The beauties she so wryly sees,
[]

She thinks I have no eye for these,

[

]

And vexes me for reason why.

[

]

Not yesterday I learned to know

[

]

The love of bare November days

[

]

Before the coming of the snow,

[

]

But it were vain to tell he so,

[

]

And they are better for her praise.

[

]

Robert Frost

7

Glides and Approximants

Glides and approximants

Transcribe all of the following words into IPA:

1. [w] vs. [ʍ]

wear	where
whiff	whine
why	while
wail	whale
wake	wonder
woe	whatever
watch	whisper
weary	weird
wine	wasp

2. [ju] vs. [u]

duty	elude
prelude	interlude
pursuit	assume
plume	consume
slue	resume
coo	tumult
student	allude
stupid	multitude
astute	stoop
who	flute
choose	flew
June	fruit
lose	recruit

blew	Tuesday
inclusion	illusion
clues	pewter
you	Europe
coop	union
usual	fuse
food	cute
beauty	boon
bugle	human
hoops	few
mew	mood
hue	imbue
review	tomb
situation	dew
Tuesday	blooming
tuba	humorous

3. Use of R

Transcribe the following phrases, giving more than one possibility when applicable, e.g., forever [fɔə'veɪvə] or [fɔ'veɪvə] or [fɔ'veɪvə].

slumber on

stare at me

star and moon

a pair of shoes

more and more

fire engine

4. Use of [j]

beyond	pew
include	dew
exclude	askew
use (v.)	glue
feud	ewe
beautiful	delude
suitor	beauty
future	imbued
bugle	butane
music	argue
queue	presume
humor	lewd

Assignment no. 1: Diction choices according to style and genre

1. Transcribe the following text into IPA taken from Gilbert & Sullivan's *H.M.S. Pinafore*, scored for voice and orchestra.

When I was a lad I served a term

[]

As office boy to an Attorney's firm.

[]

I cleaned the windows and I swept the floor,

[]

And I polished up the handle of the big front door.

[]

I polished up that handle so carefully

[]

That now I am the Ruler of the Queen's Navy!

[]

As office boy I made such a mark

[]

That they gave me the post of a junior clerk.

[]

I served the writs with a smile so bland,

[]

And I copied all the letters in a big round hand.

[]

I copied all the letters in a hand so free,

[]

That now I am the Ruler of the Queen's Navy!

[]

In serving writs I made such a name

[]

That an articled clerk I soon became;
[]
I wore clean collars and a brand-new suit
[]
For the pass examination at the Institute.
[]
That pass examination did so well for me,
[]
That now I am the Ruler of the Queen's Navy!
[]

Of legal knowledge I acquired such a grip
[]
That they took me into the partnership.
[]
And that junior partnership, I ween,
[]
Was the only ship that I ever had seen.
[]
But that kind of ship so suited me,
[]
That now I am the Ruler of the Queen's Navy!
[]

I grew so rich that I was sent
[]
By a pocket borough into Parliament.
[]
I always voted at my party's call,
[]
And I never thought of thinking for myself at all.
[]

I thought so little, they rewarded me
 []
 By making me the Ruler of the Queen's Navy!
 []

Now landsmen all, whoever you may be,
 []
 If you want to rise to the top of the tree,
 []
 If your soul isn't fettered to an office stool,
 []
 Be careful to be guided by this golden rule.
 []
 Stick close to your desks and never go to sea,
 []
 And you all may be rulers of the Queen's Navy!
 []

Arthur Sullivan

2. Transcribe the following text into IPA, scored for voice and orchestra in a contemporary musical theatre production

The House of the Rising Sun

[]
 There is a house in New Orleans
 []
 They call the Rising Sun
 []
 And it's been the ruin of many a poor boy
 []
 And God I know I'm one.
 []

My mother was a tailor

[]

She sewed my new blue jeans.

[]

My father was a gamblin' man

[]

Down in New Orleans.

[]

Now the only thing a gambler needs

[]

Is a suitcase and trunk

[]

And the only time he's satisfied

[]

Is when he's on a drunk.

[]

Oh mother tell your children

[]

Not to do what I have done.

[]

Spend your lives in sin and misery

[]

In the House of the Rising Sun.

[]

Well, I got one foot on the platform

[]

The other foot on the train.

[]

I'm goin' back to New Orleans

[

]

To wear that ball and chain.

[

]

Well, there is a house in New Orleans

[

]

They call the Rising Sun

[

]

And it's been the ruin of many a poor boy

[

]

And God I know I'm one.

[

]

Anonymous

Assignment no. 2: Diction choices according to style and genre

1. Transcribe the following popular song into IPA, scored for voice and orchestra in a musical theatre revue.

Anytime you're feeling lonely

[]

Anytime you're feeling blue

[]

Anytime you feel down hearted

[]

That will prove your love for me is true.

[]

Anytime you're thinking 'bout me

[]

That's the time I'll think of you

[]

Anytime you say you want me back again

[]

That's the time I'll come back home to you.

[]

Anytime your world is lonely

[]

And you'll find true friends a few

[]

Anytime you see a rainbow

[]

That will be a sign the storm is through.

[]

Anytime will be the right time
[]
Anytime at all will do
[]
Anytime you're sure you want only my love
[]
That's the time I'll come back home to you.
[]

Herbert Lawson

2. Transcribe the following recitative and aria into IPA, taken from Gilbert & Sullivan's *H.M.S. Pinafore* and scored for voice and orchestra.

The hours creep on apace,
[]
My guilty heart is quaking!
[]
Oh, that I might retrace
[]
The step that I am taking!
[]
Its folly it were easy to be showing,
[]
What I am giving up and whither going.
[]

On the one hand, papa's luxurious home,
[]
Hung with ancestral armour and old brasses,
[]
Carved oak and tapestry from distant Rome,
[]

Rare "blue and white" Venetian finger-glasses,
[]
Rich oriental rugs, luxurious sofa pillows,
[]
And everything that isn't old, from Gillow's.
[]

And on the other, a dark and dingy room,
[]
In some back street with stuffy children crying,
[]
Where organs yell, and clacking housewives fume,
[]
And clothes are hanging out all day a-drying.
[]
With one cracked looking-glass to see your face in,
[]
And dinner served up in a pudding basin!
[]

A simple sailor, lowly born,
[]
Unlettered and unknown,
[]
Who toils for bread from early morn
[]
Till half the night has flown,
[]
Till half the night has flown!
[]

No golden rank can he impart,
[]

No wealth of house or land,
[]
No fortune, save his trusty heart,
[]
And honest, brown right hand,
[]
His trusty heart, and brown right hand!
[]

And yet he is so wondrous fair,
[]
That love for one so passing rare,
[]
So peerless in his manly beauty,
[]
Were little else than solemn duty,
[]
Were little else than solemn duty!
[]

Oh, god of love, and god of reason, say,
[]
Which of you twain shall my poor heart obey!
[]

Arthur Sullivan

8 Consonants

Consonant Classification

1. Categorize the following English consonants and semiconsonants (plosive, fricative, nasal, lateral, affricate, approximant), e.g., [t] (Answer: plosive).

[g]	[n]
[ʧ]	[d]
[f]	[b]
[ts]	[w]
[ʃ]	[s]
[ð]	[j]
[k]	[t]
[h]	[tʃ]
[m]	[ŋ]
[v]	[z]
[θ]	[r]
[ʌ]	[ɹ]
[l]	[tʃ]
[ʒ]	[p]

Voiced vs. voiceless

Indicate which of the following English consonants are voiced or voiceless, e.g., [t] voiceless.

[g]	[n]
[ʧ]	[d]
[f]	[b]
[ts]	[w]
[ʃ]	[s]

[ð]	[j]
[k]	[t]
[h]	[dʒ]
[m]	[ŋ]
[v]	[z]
[θ]	[ɹ]
[ʌ]	[ɪ]
[l]	[tʃ]
[ʒ]	[p]

Individual consonants

Transcribe all of the following words into IPA:

1. Plosives: [d][t][b][p][g][k]

cuckhold	delivered
tracked	babbled
poppies	gaggle
cocked	coupled

2. Fricatives: [v][f][z][s][ʒ][ʃ][ð][θ][h][ʌ]

savvy	leisure
measuring	shower
lashing	feather
therefore	whiff
whistle	thistle
breathing	breath
hustle	hissing

3. [ð] vs. [θ]

breathe	tooth
clothe	both
mouths	mother

though	worth
method	thus
there	thin
that	paths
thy	theme
death	smooth
berth	thirst
father	throw
loathe	author

4. Nasals: [m][n][ŋ][ɲ]

newspaper	hanged
thinks	banker
noone	numbered
manner	nuisance
anew	knocked
knackered	thanks

5. [ŋ] vs. [ŋg]

prolongation	tingle
monger	jingle
strongest	congress
kings	winged
tongue	longing
banged	swinged
single	hunger
angles	language
linger	languid
ringers	wringing

6. Affricates: [tʃ][dʒ][tʂ][dʑ]

hatches	cats
---------	------

germinate	effects
bids	minds
predicts	jungle
chore	German
facts	grounds

7. [dʒ] vs. [g]

gyration	gown
fridge	jet
jalopy	jester
beggar	jig
banjo	gherkin
catalogue	juniper
binge	gill
wriggle	spaghetti
epilogue	tiger
regimen	ghetto
edge	giggle
jump	toboggan

8. Additional consonants: [ks] vs. [gz]

accent	experiment
oxen	boxes
exaltation	extinguish
accident	extreme
affix	examples
exempt	exactitude
exemplary	succeed
access	experience
hexagon	exhume
exaggerate	accentuate
exonerate	axe

9. Laterals: allophones of L

Transcribe the following sentences into IPA, then intone, ensuring that all [l] are clear and produced with the tip of the tongue, e.g., Little did he know [lɪ tə ldi dhi nou].

Linda spent the lovely afternoon dilly-dallying around London.

[]

Should I call Lloyd and tell him to pull the plug on the deal?

[]

Limber lizards leaped all along the laminate flooring.

[]

Lately, I have left behind many old lists in my school locker.

[]

Larry and Sally took their time to leisurely call together the children.

[]

All the while Lisa looked lazily at the landscape, Paul laughed and smiled.

[]

Could I fall in love with a learned lobbyist who likes small people?

[]

Consonant blends and syllabic consonants

Transcribe the following voiced consonant blends into IPA, indicating which consonant is considered to be syllabic, e.g., blend [blend], L.

gloomy	blight
dreamy	braced
greatness	glean
blooming	dreary
brighter	graceful

Rhythmic timing and release of consonants

Transcribe the following musical examples into IPA, spacing the IPA to indicate exactly where the phonemes are produced.

1. "There's none to soothe," B. Britten/Anon.

Musical notation for the first example. It is a single staff in treble clef with a key signature of three flats (B-flat, E-flat, A-flat) and a 3/4 time signature. The melody consists of eight notes: a quarter note (G4), a quarter note (A4), a quarter note (B4), a dotted quarter note (C5), an eighth note (B4), an eighth note (A4), a dotted quarter note (G4), and a quarter note (F4). A slur covers the first seven notes. The lyrics are: "There's none to soothe my soul to rest, There's".

[

Musical notation for the second example. It is a single staff in treble clef with a key signature of three flats (B-flat, E-flat, A-flat) and a 3/4 time signature. The melody consists of six notes: a quarter note (G4), a quarter note (A4), a dotted quarter note (B4), an eighth note (A4), an eighth note (G4), and a dotted quarter note (F4). A slur covers the first five notes. The lyrics are: "none my load of grief to share".

[

2. "Bessie Bobtail, op. 2, no. 3," S. Barber/J. Stephens

Musical notation for the first part of the second example. It is a single staff in treble clef with a key signature of two flats (B-flat, E-flat) and a 3/2 time signature. The melody consists of seven notes: a quarter note (G4), a half note (A4), a quarter note (B4), a quarter note (C5), a quarter note (B4), a quarter note (A4), and a half note (G4). There are rests after the first, third, fifth, and seventh notes. The lyrics are: "As down the road she wam - bled slow, She had not".

[

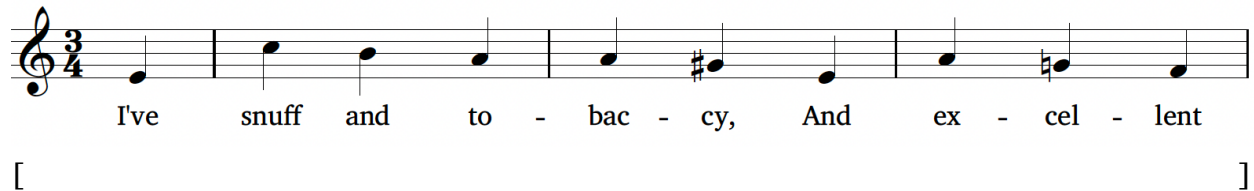
Musical notation for the second part of the second example. It is a single staff in treble clef with a key signature of two flats (B-flat, E-flat) and a 3/2 time signature. The melody consists of eight notes: a quarter note (G4), a half note (A4), a quarter note (B4), a quarter note (C5), a quarter note (B4), a quarter note (A4), a quarter note (G4), and a half note (F4). There are rests after the first, third, fifth, seventh, and eighth notes. The lyrics are: "got a place to go: She had not got a place to fall".

[

Assignment no. 1: Rhythmic timing and release of consonants

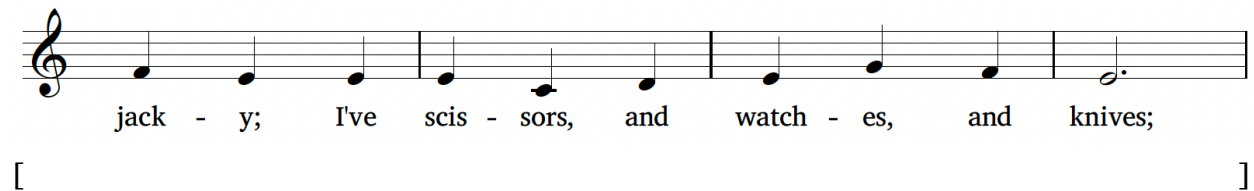
Transcribe the given musical examples into IPA, spacing the IPA to indicate exactly where the phonemes are produced.

1. "I'm called little Buttercup" from *H.M.S. Pinafore*, Gilbert & Sullivan



I've snuff and to - bac - cy, And ex - cel - lent

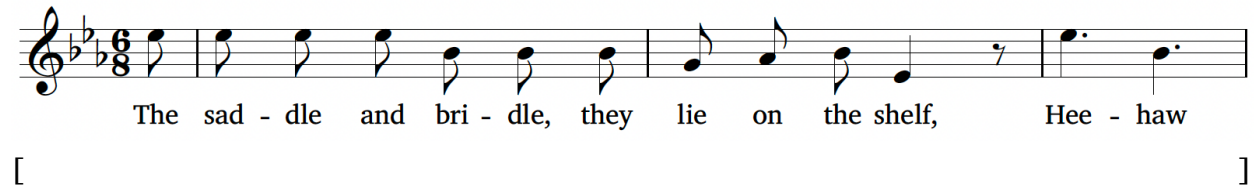
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jack - y; I've scis - sors, and watch - es, and knives;

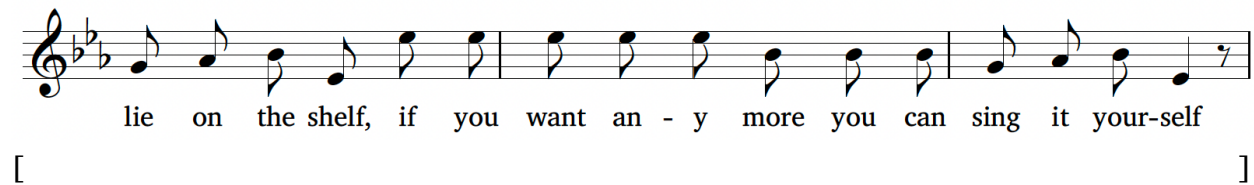
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2. "Oliver Cromwell," B. Britten/Anon.



The sad - dle and bri - dle, they lie on the shelf, Hee - haw

[]



lie on the shelf, if you want an - y more you can sing it your-self

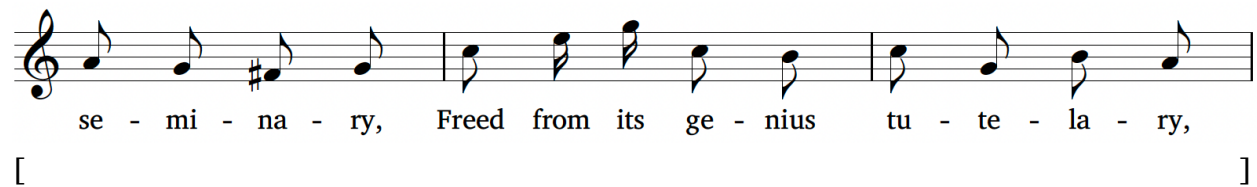
[]

Assignment no. 2: Rhythmic timing and release of consonants

1. "Three little maids from school" from *The Mikado*, Gilbert & Sullivan




Three lit - tle maids who, all un - wa - ry, Come from a la - dies'

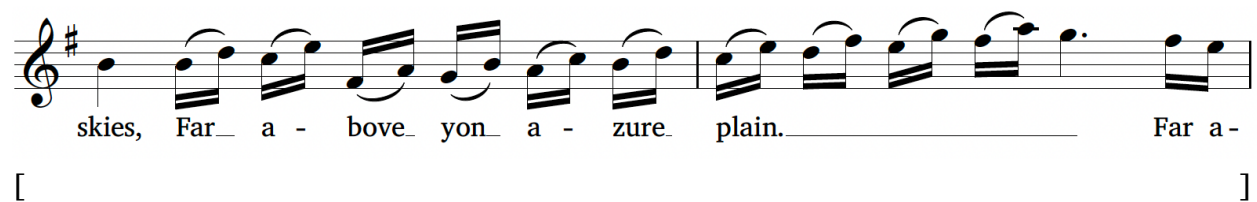


se - mi - na - ry, Freed from its ge - nius tu - te - la - ry,

2. "Waft her, Angels" from *Jephta*, G.F. Händel



An-gels, waft her_ through the_ skies, waft her_ through the_



skies, Far_ a - bove_ yon_ a - zure_ plain. Far a -



bove yon a - - zure plain.

Advanced Concepts in Diction

1. Treatment of monosyllabic incidental words

Transcribe the following phrases into IPA, observing the treatment of incidental words according to the given context, e.g., He and I [hi ənd |aɪ].

with Charles

I have tried to go

“Sure I have!”

at a loss

she enjoys being looked at

all for them

the occasion

all the while

“What are you waiting for?”

hard of hearing

the burning heart

with beauty

with thorns

with thanks

with thine

2. Grammatical ending: *-ed*

Transcribe the following words into IPA:

walked	grounded
laughed	jagged
founded	bowlegged
liked	worked
rugged	grasped
naked	loved
abated	sagged
missed	wicked
rushed	folded
packed	composed
vanished	asked
learned (adj.)	feigned
attached	pledged
stopped	rubbed
waited	cracked
dragged	sated
talked	hoped
blessed	watched
dropped	heaped
evoked	wrecked
fibbed	fulfilled
coughed	seemed
mounted	vaulted

3. Unstressed syllables: use of [ɪ] in prefixes

Transcribe the following into IPA, being mindful of the words' meaning:

redo	restart
preliminary	precocious
devotion	desist
prefer	deceive
deaminate	resist
deter	decree
prepay	receive
return	demotivate
debug	decode
rebuild	reapply
prerecord	prefab
remember	desire
presume	recalled
rebuke	pretend
decipher	defrost
rejoice	despite
recharge	recoil
preamble	present (verb)
deliberate	revere
deactivate	debate
predate	decision
resplendent	predict
despair	repurpose
reprise	prevent
destroy	declassify
regroup	dethrone

4. Prefix or not?

Transcribe the following words into IPA, being mindful of word stress:

ecstatic	beknownst
excrete	equip
secure	elect
serene	beggar
bedrock	emulated
enigma	equitable
severe	exit
elastic	semantics
excrement	elaborate
secular	sectional
exalted	bellowed
bedding	sequester
expletive	sequential
senate	evade
begin	enema
sequence	several
enable	exile
behavior	exactitude
believe	emotional
empathy	expat
bespeak	beside
eventual	because
before	sewer
seven	between
ebullient	secretion
exist	ecstasy

5. Implosion/explosion

Check the box beside the words or phrases that would employ implosion/explosion:

- | | |
|--|--|
| <input type="checkbox"/> great triumph | <input type="checkbox"/> lest I lose you |
| <input type="checkbox"/> drop down | <input type="checkbox"/> leap forth |
| <input type="checkbox"/> weep not | <input type="checkbox"/> gladness |
| <input type="checkbox"/> kissed Tom | <input type="checkbox"/> obtain |
| <input type="checkbox"/> bedtime | <input type="checkbox"/> Harry and Sally |
| <input type="checkbox"/> one at a time | <input type="checkbox"/> missed Dan |
| <input type="checkbox"/> help them | <input type="checkbox"/> keep peace |
| <input type="checkbox"/> help proudly | <input type="checkbox"/> take courage |
| <input type="checkbox"/> walk quickly | <input type="checkbox"/> invoke crime |
| <input type="checkbox"/> rich choice | <input type="checkbox"/> bad thoughts |
| <input type="checkbox"/> scrapbook | <input type="checkbox"/> submarine |
| <input type="checkbox"/> good luck | <input type="checkbox"/> glad tidings |
| <input type="checkbox"/> pictured | <input type="checkbox"/> admiration |
| <input type="checkbox"/> big girl | <input type="checkbox"/> dog growls |
| <input type="checkbox"/> fond dreams | <input type="checkbox"/> huge joke |
| <input type="checkbox"/> urge justice | <input type="checkbox"/> each child |
| <input type="checkbox"/> drab bag | <input type="checkbox"/> dig gold |
| <input type="checkbox"/> should tell | <input type="checkbox"/> need to know |
| <input type="checkbox"/> egg carton | <input type="checkbox"/> walked toward |
| <input type="checkbox"/> caught train | <input type="checkbox"/> stopped to talk |

Assignment no. 1: Strong and weak forms of incidental words

Transcribe the following sentences into IPA, mindful of the context of monosyllabic incidental words.

Pardon me. Do you **have** the time? Yes, I **have**.

From time to time she **has** wandered this town in search of peace.

Please refrain **from** judgment **as** I perform courageously in this horse stall.

An ambulance raced by, carrying lovely Myrtle's perplexed husband.

The trees rustle **and** the wind whispers. Where are these sounds coming **from**?

Tomorrow's flaw **has** yet to occur. There is no need **for** worry.

Lawyers were working **as** hard **as** possible to make their deadline.

Although he **has** improved her enunciation, the text rang like **a** mere murmur.

She **can** rehearse **for** hours, but that is not the same **as** practising.

And another thing – what if I really **can**?!?

Assignment no. 2: Prefixes

Transcribe the following words into IPA, mindful of the meaning of the given prefix, as applicable.

became	eclipse
deceive	precaution
rescind	exonerate
precinct	deliver
bedazzle	prepare
remind	defrost
precept	economy
exploit (n.)	prediction
defer	reboot
prepaid	before
debug	preclude
ecology	remember
precook	decompose
befall	precarious
effect	demise
prefab	repossess
extract (n.)	premed
demystify	beget
prequel	egregious
despite	prepacked
refer	begrudge
preside	destruction
eject	presume
reopen	destabilize
pretend	behavior
elaborate	pretentious
denote	relax
prequalify	behold

Assignment no. 3: Prefixes

Transcribe the following words into IPA, mindful of the meaning of the given prefix, as applicable.

deposit	preserve
elicit	respond
prerecorded	dethrone
behest	preponderance
evolve	defray
pre-owned	replant
behind	determine
exaggerate	reform
detain	belabor
exacerbate	deselect
relive	believer
detached	exchange
renounce	deride
beloved	excrete
demotivate	reinforce
bemoaned	determine
detergent	exfoliate
reiterate	bequest
exhibit	demilitarize
demolish	present (v.)
premium	repose
bereave	execute
preordained	premier
destruction	decode
rebuke	besotted

Assignment no. 4: Implosion/explosion

Check the box beside the words or phrases that would employ implosion/explosion:

- | | |
|---|--|
| <input type="checkbox"/> hotdog | <input type="checkbox"/> start crying |
| <input type="checkbox"/> bookcase | <input type="checkbox"/> empty |
| <input type="checkbox"/> abnormal | <input type="checkbox"/> lectured |
| <input type="checkbox"/> gladly | <input type="checkbox"/> let me go |
| <input type="checkbox"/> sweet dreams | <input type="checkbox"/> bright sky |
| <input type="checkbox"/> greatly | <input type="checkbox"/> lest I leave you |
| <input type="checkbox"/> drop dead | <input type="checkbox"/> leap frog |
| <input type="checkbox"/> orange juice | <input type="checkbox"/> watch Jim |
| <input type="checkbox"/> talked to | <input type="checkbox"/> browned to perfection |
| <input type="checkbox"/> napkin | <input type="checkbox"/> greatness |
| <input type="checkbox"/> help through | <input type="checkbox"/> lamp post |
| <input type="checkbox"/> deep pockets | <input type="checkbox"/> break ground |
| <input type="checkbox"/> each cherry | <input type="checkbox"/> limp about |
| <input type="checkbox"/> midday | <input type="checkbox"/> suitcase |
| <input type="checkbox"/> grab Andrew | <input type="checkbox"/> which jeans |
| <input type="checkbox"/> talk quickly | <input type="checkbox"/> lecture |
| <input type="checkbox"/> cried and died | <input type="checkbox"/> not at all |
| <input type="checkbox"/> which chair | <input type="checkbox"/> bad thoughts |
| <input type="checkbox"/> goodbye | <input type="checkbox"/> glad to do it |
| <input type="checkbox"/> big gallon | <input type="checkbox"/> twig grows |
| <input type="checkbox"/> bad dreams | <input type="checkbox"/> large German |
| <input type="checkbox"/> Agnes | <input type="checkbox"/> handful |
| <input type="checkbox"/> sit down | <input type="checkbox"/> bad experience |
| <input type="checkbox"/> urge Judy | <input type="checkbox"/> such cheese |
| <input type="checkbox"/> width | <input type="checkbox"/> submitted |
| <input type="checkbox"/> he and I | <input type="checkbox"/> what turmoil |
| <input type="checkbox"/> eighth | <input type="checkbox"/> dogma |
| <input type="checkbox"/> took a chance | <input type="checkbox"/> all at once |
| <input type="checkbox"/> should be done | <input type="checkbox"/> mindful |

Sample Tests: English

Quiz no. 1: Diction choices according to style and genre

1. Transcribe the following poem into IPA. This poem is set for voice and piano and has an Irish poet.

When night brings the hour

[]

Of starlight and joy,

[]

There comes to my bower

[]

A fairy-winged boy;

[]

With eyes so bright,

[]

So full of wild arts,

[]

Like nets of light,

[]

To tangle young hearts;

[]

With lips, in whose keeping

[]

Love's secret may dwell,

[]

Like Zephyr asleep in

[]

Some rosy sea-shell.

[]

Guess who he is,

[]

Name but his name,
[]
And his best kiss
[]
For reward you may claim.
[]

Where'er o'er the ground
[]
He prints his light feet.
[]
The flowers there are found
[]
Most shining and sweet:
[]
His looks, as soft
[]
As lightning in May,
[]
Tho' dangerous oft,
[]
Ne'er wound but in play:
[]
And oh, when his wings
[]
Have brushed o'er my lyre,
[]
You'd fancy its strings
[]
Were turning to fire.
[]
Guess who he is,
[]

Name but his name,

[]

And his best kiss

[]

For reward you may claim.

[]

Thomas Moore

2. Transcribe the following text into IPA. It is scored for voice and orchestra for a performance of musical theatre and popular song.

Oh my darling, oh my darling,

[]

Oh my darling, Clementine!

[]

You are lost and gone forever

[]

Dreadful sorry, Clementine

[]

In a cavern, in a canyon,

[]

Excavating for a mine

[]

Dwelt a miner, forty-niner,

[]

And his daughter, Clementine.

[]

Light she was and like a fairy,

[]

And her shoes were number nine

[]

Herring boxes, without topses,
[]
Sandals were for Clementine.
[]

Drove she ducklings to the water
[]
Ev'ry morning just at nine,
[]
Hit her foot against a splinter,
[]
Fell into the foaming brine.
[]

Ruby lips above the water,
[]
Blowing bubbles, soft and fine,
[]
But, alas, I was no swimmer,
[]
So I lost my Clementine.
[]

How I missed her! How I missed her,
[]
How I missed my Clementine,
[]
But I kissed her little sister,
[]
I forgot my Clementine.
[]

Anonymous

Quiz no. 2: Diction choices according to style and genre

1. Transcribe the following poem into IPA. It is set for voice and piano and the poet is American.

Two roads diverged in a yellow wood,

[]

And sorry I could not travel both

[]

And be one traveler, long I stood

[]

And looked down one as far as I could

[]

To where it bent in the undergrowth;

[]

Then took the other, as just as fair,

[]

And having perhaps the better claim,

[]

Because it was grassy and wanted wear;

[]

Though as for that the passing there

[]

Had worn them really about the same,

[]

And both that morning equally lay

[]

In leaves no step had trodden black.

[]

Oh, I kept the first for another day!

[]

Yet knowing how way leads on to way,

[]

I doubted if I should ever come back.

[]

I shall be telling this with a sigh

[]

Somewhere ages and ages hence:

[]

Two roads diverged in a wood, and I—

[]

I took the one less traveled by,

[]

And that has made all the difference.

[]

Robert Frost

2. Transcribe the following poem into IPA. It is set for voice and chamber orchestra and the poet is British.

I was angry with my friend:

[]

I told my wrath, my wrath did end.

[]

I was angry with my foe:

[]

I told it not, my wrath did grow.

[]

And I water'd it in fears,

[]

Night & morning with my tears;

[]

And I sunned it with smiles,
[]
And with soft deceitful wiles.
[]
And it grew both day and night,
[]
Till it bore an apple bright.
[]
And my foe beheld it shine,
[]
And he knew that it was mine.
[]
And into my garden stole
[]
When the night had veil'd the pole,
[]
In the morning glad I see
[]
My foe outstretch'd beneath the tree.
[]

William Blake

Quiz no. 3: Diction choices according to style and genre

1. Transcribe the following popular song into IPA. It is scored for voice and orchestra for an evening of musical theatre and spirituals.

I am a poor wayfaring stranger,

[]

While traveling through this world of woe;

[]

Yet there's no sickness, toil or danger

[]

in that bright world to which I go.

[]

I'm going there to see my father,

[]

I'm going there no more to roam;

[]

I'm only going over Jordan,

[]

I'm only going over home.

[]

Though dark clouds will gather round me -

[]

I know my way is rough and steep -

[]

Yet beautiful fields lie just before me,

[]

Where God's redeemed their vigils keep.

[]

I'm going there to see my mother:

[]
She said she'd meet me when I come;
[]
I'm only going over Jordan,
[]
I'm only going over home.
[]

Anonymous

2. Transcribe the following poem into IPA. It is set for voice and piano and the poet is Irish.

'Tis the last rose of summer,
[]
Left blooming alone;
[]
All her lovely companions
[]
Are faded and gone;
[]
No flower of her kindred,
[]
No rosebud is nigh,
[]
To reflect back her blushes,
[]
Or give sigh for sigh.
[]

I'll not leave thee, thou lone one!

[]

To pine on the stem;
 []
 Since the lovely are sleeping,
 []
 Go, sleep thou with them.
 []
 Thus kindly I scatter,
 []
 Thy leaves o'er the bed,
 []
 Where thy mates of the garden
 []
 Lie scentless and dead.
 []

 So soon may I follow,
 []
 When friendships decay,
 []
 And from Love's shining circle
 []
 The gems drop away.
 []
 When true hearts lie withered,
 []
 And fond ones are flown,
 []
 Oh! who would inhabit
 []
 This bleak world alone?
 []

Thomas Moore

**PART III
GERMAN**

Introduction to German Diction for Singers

1. *Eszett* (ß) vs. *ss*

In modern German, the *Eszett* is only used when it follows a long, closed vowel or a diphthong. Singers regularly sing music set to older texts whereby *Eszett* and *ss* were used interchangeably. As a result, it is useful to be familiar with alternate spellings.

Provide two spellings for the following words already transcribed into IPA and indicate which spelling is representative of modern German (post-2006), e.g., [ʃli:sən] (Answer: *schliessen* and ***schließen***).

[draosən]

[vaes]

[kʊs]

[mʏsən]

[nas]

[fli:sən]

[ʃlɔs]

[das]

[haesən]

[ma:s]

[ʃo:s]

[ʃɔs]

[flu:s]

[bɪsçən]

[mɪsfæʃtandən]

[vɪsən]

[mɛsən]

[zy:se]

[mʊs]

[ni:sən]

2. Alternative spellings for Umlauts

Provide an alternative spelling for each of the following words, e.g., Schoenberg (Answer: Schönberg).

das Mädchen	möchte
für	die Goetter
spaeter	die Wueste
Mueller	gähnen
die Töne	die Tür
die Zauberflöte	die Buecher
schoen	Zuerich
naechtig	Moerike

3. Terminology quiz

Define the following German terms used in this chapter.

Hochdeutsch

Bühnendeutsch

Umlaut

Eszett

Neue Rechtschreibung

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The Structure of German

1. Root stem

Identify the root stem, e.g., *hören* (Answer: hör); *vergessen* (Answer: vergess).

fließen	gelingen
geraten	heben
helfen	klingen
kriechen	laufen
lügen	mögen
nehmen	nennen
pfeifen	reiten
rufen	schneiden
schwellen	sehen
sitzen	sprechen
springen	stehlen
stinken	tragen
trinken	tun
verlassen	vermeiden
verschwinden	wachsen
werden	wollen
ziehen	zwingen

2. Word structure

Identify the components of the following words, labeling root stem, grammatical (verbal) endings and inflectional endings (prefixes and suffixes), e.g., *unaussprechlich*

(Answer: un|aus|sprech|lich **un** (prefix) **aus** (prefix) **sprech** (root stem) **lich** (suffix))

zerbrechlich

allerliebste

zuhörst

aufwachen

unecht

unausweichlich

schaltet

beeinflussen

vergebens

jeder

gebrochen

Rückgang

unverwendbar

diesem

möchtest

unbewohnbar

klugem

durchdringen

unruhig

Veränderung

herzensliebster

verkauft

langsam

versinnlichen

unglaublich

solltet

verführerisch

ungezwungen

unerreichbar

Senkung

manchen

außergewöhnlich

vorenthalten

beenden

Erleichterung

ausländisch
intelligentes
Feinsliebchen
schwarzbraunes
solcher

Rosenblümelein
weitestem
holdseligen
bemerkbar
deutlich

welche
machtet
erkennbar
fühlbar
handgreiflich

Entlastung
merkbar
merklich
Auswirkung
sichtbar

bequemer
sichtlich
wahrnehmbar
zusehends
billigsten

lebenslang
Mitternacht
fortsetzen
Tals
unglaublich

Herzenskind
Gegenwart

Leidenschaften

wohlbekannte

sehenswert

herzallerliebste

Liebblümlinlein

umfahren

Schneeglöckchen

vielgeliebten

frohlocken

weitergehen

schneeweißen

wohlgetan

allerschnelle

beistehen

wiederkommen

nachbessern

heldenmütig

Mädchen

Hoffnung

unholde

verlangen

umsonst

interessanter

uralt

entgegen

Unterlass

liebepoll

Vorwelt

Bildnis

daheim

Angesicht

fortbilden

schnelle

Schönheit

voraussichtlich

Schicksal

jedes

guten

3. Prefixes

Identify the prefix, e.g., *eingehen* (Answer: ein-).

fortbilden	herkommen
hinfahren	mitmachen
nachbessern	vorwerfen
umziehen	wegbleiben
zulassen	zurücksetzen
zusammenbauen	beantworten
empfehlen	entgehen
erleben	gewinnen
gebrauchen	missverstehen
missbrauchen	verschlafen
verbrauchen	zerbrechen
zerstören	vorbeikommen
emporahnen	herbestellen
herbeibringen	annähern
überfüllen	vorübergleiten
Übereinkunft	herüberlaufen

Separable and inseparable prefixes

Check the box beside all words that have separable prefixes, e.g., ausmachen.

herholen

darbieten

wegnehmen

einschlafen

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> zurückkommen | <input type="checkbox"/> aufstehen |
| <input type="checkbox"/> hinstellen | <input type="checkbox"/> umtauschen |
| <input type="checkbox"/> anfangen | <input type="checkbox"/> erweitern |
| <input type="checkbox"/> fortpflanzen | <input type="checkbox"/> bestellen |
| <input type="checkbox"/> einladen | <input type="checkbox"/> sich empfinden |
| <input type="checkbox"/> ausbreiten | <input type="checkbox"/> mitnehmen |
| <input type="checkbox"/> gebrauchen | <input type="checkbox"/> aufhören |
| <input type="checkbox"/> entgehen | <input type="checkbox"/> dastehen |
| <input type="checkbox"/> weggehen | <input type="checkbox"/> mißgönnen |
| <input type="checkbox"/> erleben | <input type="checkbox"/> anrufen |
| <input type="checkbox"/> verstehen | <input type="checkbox"/> aufklären |
| <input type="checkbox"/> durchlesen | <input type="checkbox"/> ausgehen |
| <input type="checkbox"/> zuhören | <input type="checkbox"/> nachbestellen |
| <input type="checkbox"/> mißverstehen | <input type="checkbox"/> niederputzen |
| <input type="checkbox"/> entfernen | <input type="checkbox"/> nachfragen |
| <input type="checkbox"/> gewinnen | <input type="checkbox"/> durchhalten |
| <input type="checkbox"/> zertrümmern | <input type="checkbox"/> vorstellen |
| <input type="checkbox"/> zurückkehren | <input type="checkbox"/> hergeben |
| <input type="checkbox"/> aussehen | <input type="checkbox"/> wegziehen |
| <input type="checkbox"/> behalten | <input type="checkbox"/> verlaufen |
| <input type="checkbox"/> aufstehen | <input type="checkbox"/> mitnehmen |
| <input type="checkbox"/> umbauen | <input type="checkbox"/> anhören |
| <input type="checkbox"/> fortgehen | <input type="checkbox"/> herkommen |
| <input type="checkbox"/> einkaufen | <input type="checkbox"/> mitkommen |
| <input type="checkbox"/> empfangen | <input type="checkbox"/> vorbereiten |
| <input type="checkbox"/> durchfahren | <input type="checkbox"/> nachdenken |
| <input type="checkbox"/> weitermachen | <input type="checkbox"/> beibringen |
| <input type="checkbox"/> hinfahren | <input type="checkbox"/> erkennen |
| <input type="checkbox"/> anziehen | <input type="checkbox"/> zusammenkommen |
| <input type="checkbox"/> zerbrechen | <input type="checkbox"/> abholen |
| <input type="checkbox"/> besuchen | <input type="checkbox"/> umsehen |
| <input type="checkbox"/> verschlafen | <input type="checkbox"/> beistehen |

4. Suffixes

Identify the suffix, e.g., *freundlich* (Answer: -lich).

Mädchen	Lehrling
Erkennung	Träumerei
schmerzhaft	Schönheit
ruhig	Traurigkeit
Schwesterlein	neidisch
Erlebnis	königlich
eigenartig	Hoffnung
Fremdling	Veilchen
Bäckerei	lebhaft
sinnvoll	Freundin
Gesundheit	Studentin
einsam	fähig
Kindchen	mühsam
liebepoll	Bildnis
Schicksal	beheizbar
misstrauerisch	Trübsal
Leidenschaft	Tätigkeit
abscheulich	Bruderschaft
Eigentum	Bedeutung
anwendbar	Täubchen
erträglich	Erkenntnis

5. Compound words

Divide the following compound words into separate components (nouns, adjectives, adverbs), being mindful of the joiner *s* when applicable, e.g., *Kindergarten* (Answer: Kinder | Garten); *Frühlingslied* (Answer: Frühling | s | Lied).

Mondenschein

tausendmal

nimmermehr

Abendrot

Hochzeit

Lenzzeit

Widerhall

Abendschein

Jahreszeit

wunderschön

Allzeit

Herzenskind

Hochland

Festgesang

himmelwärts

Augenblick

Hirtenknabe

Blütenbaum

Jungfräulein

Herzensgrund

wohlgemut

Volklied

Saitenspiel

Geisterhauch

Vaterland

Winternacht

Blumenfeld

Lobgesang

Himmelslicht

Schilfrohr

Mondesschimmer

Heimweh

Demutsinn

Abendstern

Rosengarten

Liebeshauch

Blumenkranz

Ordensschwester

Feierstunde

Minnesang

Seemann

Wallfahrt

Harfenspieler

Wanderstab

Fußreise

Feiertag

silberweiß

Sonnenaufgang

jedermann

Bärenhaut

Atemzug

Wahnsinn

Klagelied

Jagdhorn

Reißbrett

Jungfrau

Fledermaus

Abendluft

Augenpaar

Rundgang

Weltmeer

Kieselstein

Nachtwind

Kunstschatze

Erdapfel

Nebensonnen

tausendfach

Alpdruck

Fensterscheiben

menschenleer

regenschwer

Marmorklippen

Pilgerstab

Missklang

mildtätig

Traumgestalt

Ruhestelle

Freudenbotschaft

Goldhaar

Abendlicht

Wiesental

Vaterherz

Himmelreich

Schlachtfeld

Windhauch

Lindenbaum

Ohnmacht

Gutmann

Liebesglut

Widerstand

Rosenstrauch

Regenbogen

Himmelstor

Totenkranz

Weidenkorb

Weinberg

Katzenschwanz

Briefmarke

Feuerreiter
Leierkasten

6. Grammatical and inflectional endings

Indicate the grammatical and inflectional endings, e.g., *wolltet* (Answer: woll | tet).

plagten	tobst
lustiger	unsympatisch
veraltet	größesten
hässlichen	jungere
kaltes	unqualifiziert
schlechter	glaubwürdig
teuer	feurig

7. Glottal onsets

Indicate an instance of a required glottal onset, e.g., *Wie Melodien zieht es mir* (Answer: Wie Melodien zieht | es mir).

O du Entrißne mir und meinem Kusse,c

[]

Sei mir begrüßt, sei mir geküßt!

[]

Erreichbar nur meinem Sehnsuchtgruße,

[]

Sei mir begrüßt, sei mir geküßt!

[]

Du von der Hand der Liebe diesem Herzen

[]

Gegebne, Du von dieser Brust

[]

Genommne mir! Mit diesem Tränengusse

[]

Sei mir begrüßt, sei mir geküßt.

[]

Zum Trotz der Ferne, die sich feindlich trennend

[]

Hat zwischen mich und dich gestellt;

[]

Dem Neid der Schicksalmächte zum Verdrusse

[]

Sei mir begrüßt, sei mir geküßt!

[]

Wie du mir je im schönsten Lenz der Liebe

[]

Mit Gruß und Kuß entgegenkamst,

[]

Mit meiner Seele glühendstem Ergusse,

[]

Sei mir begrüßt, sei mir geküßt!

[]

Ein Hauch der Liebe tilget Raum und Zeiten,

[]

Ich bin bei dir, du bist bei mir,

[]

Ich halte dich in dieses Arms Umschlusse,

[]

Sei mir begrüßt, sei mir geküßt!

[]

Friedrich Rückert

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Characteristic German Phonemes

Characteristic German phonemes

In the following exercises, speak and intone all words, then transcribe into IPA.

1. *ich-laut* vs. *ach-laut*

Bächlein	gebrauchen
mächtig	Gedicht
hoch	möchte
Lauch	durchsichtig
nächste	jedoch
Schmach	Flüchtling
nachsichtig	offensichtlich
Nachtlicht	nachträglich
nachbarschaftlich	Sachlichkeit
Nachthemdchen	räuchlich

2. [ç] [χ] [ɪk]

vierzigste	Königreich
befriedigt	woniglich
herzigste	hoffentlich
Vergesslichkeit	inniglich
besänftigt	wichtigstem
Gerechtigkeit	freundlich
mächtig	Macht
noch	lachen
lächerlich	wenigstens
Handtücher	Handtuch
lediglich	hoch
gesprochen	Gespräche

höchste	durch
Tochter	Bücher
Sache	ach
rechtsbündig	Seligkeit
Pracht	Schlacht
leuchten	flüchtigen
Bächlein	Lächeln
jeglicher	Sprüchlein
Ewigkeit	Buchstaben
nächsten	täglich
gleichst	manchmal
Blümchen	solche
welche	Füßchen
Täubchen	fürchten
Störche	Ständchen
herrlichsten	ängstliches
sehnsuchtsvoll	Köpfchen

3. [r] [ər] [ɐ]

vorhergehen	emporsehen
Kerl	Mutter
Müttern	darstellen
Rohr	hergeben
Zuckerl	mehr
zerreißen	offenbar
ihren	zerstören
vorderste	wirren
sauer	schwirren
klar	verbergen
schwerer	mir
schaudern	Muster
wieder	Vorstellung

berühren	treffen
rot	mehrere
Unterricht	übergehen
Wiedersehen	ersehen
verstimmen	schlummernd

Assignment no. 1: English and German comparative

Transcribe the following English and German words into IPA, observing the difference between [ə] and [ɐ] in similar sounding words, e.g., ear [ɪə]; *ihr* [i:ɐ].

here	hier
mother	Mutter
dear	dir
bear	Bär
hour	Uhr
dare	der
wear	wer
poor	pur
tore	Tor
bitter (English)	bitter (German)
year	Jahr
leader	Lieder
mere	mir
oar	Ohr
mare	Meer
hair	Haar
summer	Paar
pair	Sommer
father	Vater
fire	Feuer
liar	Leier
clear	klar
brother	Bruder

Assignment no. 2: Characteristic German phonemes

1. Compare and contrast the [j] in German and the [j] in English, providing examples for both languages.

2. In paragraph form, detail the German *schwa* and address its production and particular characteristics. How does this compare to the *schwa* used in English?

Assignment no. 3: Characteristic German phonemes

1. Discuss the formation and use of [ɐ] in German. When does this vowel occur, as opposed to other forms of R, e.g., [r] or [ʀ]?

2. In paragraph form, compare and contrast the *ich-laut* and *ach-laut* in German, providing examples using IPA. Be sure to address occurrence and production.

15 Vowels

Vowel Classification

Categorize each of the following German vowels (front, back, central, mixed), e.g., [i:] front.

[e:]	[a]
[ɔ]	[u:]
[ɛ]	[ɛ:]
[ø:]	[a:]
[i:]	[ɪ]
[œ]	[ʊ]
[y:]	[ʏ]
[o:]	[ə]
[ə]	

Monophthongs

In the following exercises, transcribe all words into IPA:

1. [i:] vs. [ɪ]

Kinder	Ruine
dir	Stille
paranoid	mir
innerhalb	ihretwegen
schminken	befiehlt
liefern	erschieden
Blick	kapieren
schieben	Geschwister
Finger	bedienen
schminken	befiehlt

Sinne	ist
vierzehn	vier

2. [e:] [ɛ] [ɛ:]

ähnelt	aufheben
Bläser	Hemd
Tränen	mähen
schenken	Nebel
fester	Edelstein
Meer	Mädchen
tätig	ehrlich
Bär	Seefahrer
lächerlich	Klempner
Museen	Trennung
später	Mensch
Verkehr	Krähe
Wächter	wäre

3. [a:] vs. [a]

Gassen	Tageszeitung
angeln	amtlich
Wohnwagen	Gast
ahnen	Aal
Fragezeichen	Draht
andere	strahlen
bange	Auswahl
Astern	klammern
Bundesstaat	Sammlung
Ehepaar	Tannenbaum

4. [o:] vs. [ɔ]

Wonne	Telefon
-------	---------

Brot	Sonne
stolpern	Ohr
oben	Hocker
hohe	Wolken
Strohalm	zerronnen
sich lohnen	Moor
locker	Zoo
wollen	Krone
Post	fromm

5. [u:] vs. [ʊ]

unter	Ruder
Juden	bunt
Ufer	Schulter
einlud	verunsichern
stumm	tun
Truhe	Mund
Schuh	Kunst
ruhig	Buhle
Schuld	Luft
Uhren	Schlummer
fluchen	suchen

6. Mixed vowels

köstlich	Trödelmarkt
möchte	örtlich
Bügeleisen	können
tödlich	Ägypten
überfallen	empören
rötlich	Gebühr
Töpfe	pflücken
Höhle	Kühlschrank

anonym	Röhre
Glück	Ansprüche
Wörtchen	Vögel
Hölle	Amethyst
dürr	zurückkehren

Diphthongs

heute	scheinen
vergleichen	aufstehen
Hausfrau	staunen
Zeugnis	Zäune
launisch	Meyer
treu	Heine
Saiten	Bäume
auch	Pein
Leute	Ausbau
freundlich	Bayreuth
schauen	meint
Mai	plaudern

Common exceptions

Transcribe the following words into IPA, mindful of the fact that they are all examples of common exceptions, e.g., *bin* [bm].

am	April
Arzt	Bart
größer	das
Bücher	des
erst	Geburt
Floß	Fuß
Gruß	herab

Hexe	hin
hoch	Jagd
man	Maß
mit	nach
Obst	ob
saß	Schmach
stach	stößt
Straße	suchen
trösten	Tuch
von	was
Wert	Wüste

Practice Quiz no. 1: Vowels

1. Identify the stressed monophthong or diphthong in each of the following words, e.g., *die Hefe* [e:]. Be sure to pay attention to vowel length, as well as quality.

Höfe	Lehne
Löhne	sehnen
Söhne	schon
schön	losen
lösen	Bogen
Bögen	Bett
gönnt	helle
Hölle	kennen
können	konnte
könnte	Frosch
Frösche	Gott
Götter	steht
spät	lese
läse	Biene
Bühne	Kiel
kühl	liegen
lügen	Hut
Hüte	Blut
Blüte	gut
Güte	Liste
Lüste	Kiste
Küste	Lifte
Lüfte	Kunst
Künste	Butter
Mütter	Busch
Büsche	essen
ässen	rennt
rännte	meine

Miene	Beine
Feile	viele
deine	diene
Leibe	Liebe
Maus	Mäuse
brausen	Häuser
Bauch	Bäuche
Haufen	häufen
Laute	heute
leiten	neun
nein	heiser
Säule	Seile
Eule	Eile

2. Transcribe the following English and German words into IPA, differentiating between the diphthongs.

mein	mine
dein	dine
bei	by
weit	white
nein	nine
Haus	house
schaut	shout
tausend	thousand
laut	loud
Beute	boy
treu	Troy
Leute	Lloyd
neu	noise

Practice Quiz no. 2: Common exceptions

Transcribe the following common exception words into IPA.

ab	höchst
in	Art
atmen	bis
Besuch	süß
Trost	Ostern
Pferd	Grüße
Herd	größte
stets	stoßen
Buch	zärtlich
zum	weg
werden	Tücher
um	Erz
Spaß	sprach
mäßig	Mond
Kloster	Küche
Größe	Flöße
Fluch	Mägdlein

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Consonants

Consonant Classification

Categorize the following German consonants (plosive, fricative, nasal, lateral, trill, affricate), e.g., [t] plosive.

[h]	[d]
[p]	[g]
[n]	[l]
[r]	[b]
[k]	[t]
[m]	[ŋ]
[ʃ]	[s]
[f]	[ʒ]
[z]	[v]
[ç]	[χ]
[j]	[ʦ]
[ts]	

Voiced vs. voiceless

1. Indicate which of the following German consonants are voiced or voiceless, e.g., [p] voiceless.

[h]	[d]
[p]	[g]
[n]	[l]
[r]	[b]
[k]	[t]
[m]	[ŋ]
[ʃ]	[s]
[f]	[ʒ]

[z]	[v]
[ç]	[χ]
[j]	[ʧ]
[ts]	

2. Transcribe the following words into IPA, mindful of consonants that become unvoiced when final or at the end of a word element.

graben	Grab
Diebe	Dieb
gaben	gab
stauben	Staub
hoben	hob
finden	Fund
Hunde	Hund
senden	Sand
Bäder	Bad
Tag	Tage
Weg	wegen
Steg	steigen
Rad	radeln
zog	zogen

Individual consonants

In the following exercises, transcribe all words into IPA.

1. Plosives (Stops) [b][p][d][t][g][k]

kribbeln	beflaggen
Publikum	damals
Bibliothek	Kirche
Gepäck	Kupplung
sabbern	Thema

Tier	Kehle
Laub	Rembrandt
Zug	drücken
Papierkorb	Ausdruck
Ritter	Dezember
Städte	wickeln

2. Fricatives [v][f][z][s][ʒ][ʃ][h][ç][χ]

Schüler	festhalten
Kurve	spucken
lesen	küssen
abservieren	Forelle
treffen	Stoff
Messer	vorüber
Herd	Spaß
verboten	aktiv
stehlen	Phantom
Hälfte	Süßigkeiten
Phase	heilen
gelieren	streben

[ç] vs. [χ]

Kranich	auch
Sprüche	Bauch
tüchtig	leicht
durch	räuchern
sprachst	euch
Nachbar	Chemie
brauchst	Chirurg
machen	Chinesen
Flucht	manchmal
Achtung	Mäuschen

Herzchen	heimlich
richten	Rache
krieche	krache
Bäche	Bach
Leiche	Loch
sprich	Gespräch
Becher	Buch

[v] vs. [f]

Viola	voran
Nerven	Strophe
Vers	verging
Violine	Saphire
Klavier	Vorstellung
Kavalier	Nymphe
Vase	vordere
Phantom	Rosenkavalier
Nachtviolen	unvergesslich
Pamphlet	nervig
Vater	Zephyr
viel	servieren
vielleicht	Veilchen
phonetisch	zuvor

[s] [z] [ʃ]

Abendstern	sehnsuchtsvoll
Schmerz	Brahms
spottig	sollte
schönstes	Sport
gestern	solche
gesprochen	als
Schrecken	also

schreiten	lieben
süß	Schritt
sprach	Sehnsucht
besten	sprechen
selig	höchster
Strahl	Sohn
ist	Strauch
sog	Strauss
Ströme	Seile
reißen	schläft
aussehen	heißen
schleicht	Geiß
leise	schmachtet
weiß	weisen
schwebt	müssen
beißen	Geisel
schweigen	Kuss
schwillt	heiser
ausspücker	Himmelsglanz
reisen	eins
Häuser	aussprechen
suchen	Maus

3. Nasals [m][n][ŋ]

Mensch	Rang
Milch	Badewanne
Spange	annähern
Lamm	rennen
Markt	nein
bummeln	Tonne
Nummer	Mangel
Tankstelle	Füllung

[ŋ]

länger	lenkt
angeln	Wangen
hängt	henkt
sang	Sankt
Schlange	schlanke
Rang	ranken
bangen	banken
singt	sinkt
Enge	ingeengt
Übungen	ging
umringt	Ring
Klang	klingt
winken	dunkel

4. [r] vs. [ʀ]

Karre	schreiben
irre	vorbereiten
vergleichen	röntgen
Erscheinung	Bruder
eher	derselbe
weiterhin	Kerl
berühren	Zwirn
Rettung	erzählen
werden	herstellen

5. Affricates [ts][tʃ]

Cäcilie	zwitschern
zog	Deutschland
Zone	Zeile
matschig	letzte
quatschen	entzückt

Tschechien	setzen
zerstreut	Klatsch
zitternd	kitschig
Lichts	rutschen
nichts	lutschen
ächzende	Kutsche
jetzt	deutsche
Netz	Seufzer
Zitrone	Tschüss

Contractions (devoicing)

unsrer	regnerisch
Bildner	Redner
Ordnung	wandle
obrer	leugnen
Friedrich	Leibnitz
ew'gen	freud'ge
eurer	eigne
Wagner	edler

Consonant blends [gn][ks][kv][pf][ps]

Pfeffer	Quelle
gnädig	Experte
Büchse	Psalter
Pfühl	Quatsch
vergnügen	exotisch
Pfütze	Dachs
Raps	Pflüge
erquickende	Gnom
Exemplar	Schöpfer
Flachs	Schnaps
Strumpf	quitt

Experiment	Fuchs
Gipfel	quietschen
Textil	schlüpfen
Füchsin	Pflichten
Quartz	Luchs
Ochs	Pflege
Quark	sechs
wachsen	Wipfel
Quartier	Wechsel
Psyche	quillen
Opfer	Psychologie

Rhythmic timing and release of consonants

Transcribe the given musical examples into IPA, spacing the IPA to indicate exactly where the phonemes are produced.

1. "O wär' ich schon mit dir vereint" from *Fidelio*, L.v. Beethoven


Die Hoff - nung schon er - füllt die Brust mit

[]

un - aus - sprech - lich sü - ßer Lust


[]

2. "Neue Liebe, op. 19, no. 4," F. Mendelssohn/H. Heine



In dem Mon - den - schein im Wal - de sah ich

[]



jüngst die El - fen rei - - - ten

[]

Advanced Concepts in Diction

Strong and weak forms of incidental words

Transcribe the following sentences into IPA, mindful of the context of monosyllabic incidental words. A translation has been provided.

Und **du**?!? Was willst **du** machen? **Du** musst dich endlich entscheiden!

And you?!? What do you want to do? You must finally decide!

[]

Den Ring möchte ich unbedingt kaufen. Ich mag **den** anderen nicht.

That ring I would definitely like to buy. I do not like that other one.

[]

Gehst **du** heute abend zu **dem** Feier? Ich glaube, ich bin **zu** müde.

Are you going to the party tonight? I believe, I am too tired.

[]

Ich weiß, was **du** denkst, aber was meint denn **er**?

I know what you think, but what does he really think?

[]

Morgen fahre ich **für** das Wochenende weg.

Tomorrow I am going away for the weekend.

[]

Wir schaffen es auf jeden Fall!! Aber **er** – das weiß ich nicht!

We will accomplish it for sure!! But (will) he – that I don't know!

[]

Die Jacke finde ich **so** schön!! Ich glaube, ich werde **sie** kaufen.

That jacket I find to be so beautiful!! I believe, I shall buy it.

[]

Gestern wart **ihr** mit Sally im Kino? Wart **ihr** wirklich mit **ihr** unterwegs?

Were you at the movies with Sally yesterday? Were you truly hanging out with her?

[]

Gehst **du vor**? Ich muss noch schnell was erledigen.

Could you go ahead (of me)? I still have to quickly take care of something.

[]

Ich kann wirklich nichts **dafür**!! Es tut mir leid.

There is absolutely nothing I can do about that!! I am sorry.

[]

Implosion/explosion

In the following exercises, speak and intone all of the words taking care to execute implosion/explosion. Further, transcribe into IPA.

1. Same consonant: *bb*

taubblind	Erbbesitz
vererbbar	Schreibbedarf
halbbedeckt	Gelbbeeren
Laubbach	Scheibband
Farbbildschirm	abbilden
antreibbar	aufhebbar

2. Same consonant: *dd* or *dt*

Liedtext	Sanddorf
Endteil	Schilddrüse
süddeutsch	Blinddarm
Golddraht	Grundtarif
Erddruck	Grundthema
Landtag	Norddeutschland
Abenddämmerung	Handtasche
Morddrohung	Felddienst

3. Same consonant: *gg*

weggelassen	weggenommen
Zuggurt	weggeben
weggelöscht	ausschlaggebend
Bahnsteiggleis	Auftraggeber
Beweggrund	Burggelände
Fluggeräte	Zuggattung

4. Adjacent words and apocopation

Check the box beside the phrases that would employ implosion/explosion:

- | | |
|--|--|
| <input type="checkbox"/> ist das | <input type="checkbox"/> hat den |
| <input type="checkbox"/> und das | <input type="checkbox"/> lebe ich |
| <input type="checkbox"/> müd' bin ich | <input type="checkbox"/> geb' euch |
| <input type="checkbox"/> leb' ich | <input type="checkbox"/> mit tausend |
| <input type="checkbox"/> hab' mich | <input type="checkbox"/> das Bett, daß ich |
| <input type="checkbox"/> mit ihm | <input type="checkbox"/> du bist die |
| <input type="checkbox"/> mit zu mir | <input type="checkbox"/> gib' mir |
| <input type="checkbox"/> und sie | <input type="checkbox"/> mit dir |
| <input type="checkbox"/> bist du | <input type="checkbox"/> mit ihrem |
| <input type="checkbox"/> du bist eine | <input type="checkbox"/> Erd' hervor |
| <input type="checkbox"/> leg' keine | <input type="checkbox"/> vor dem |
| <input type="checkbox"/> Aug' und Ohr | <input type="checkbox"/> hat die |
| <input type="checkbox"/> und sein | <input type="checkbox"/> ist er |
| <input type="checkbox"/> mit deinem Mann | <input type="checkbox"/> bleibst du |
| <input type="checkbox"/> findest du | <input type="checkbox"/> das Aug' |
| <input type="checkbox"/> ist der | <input type="checkbox"/> und dein |
| <input type="checkbox"/> sag' mir | <input type="checkbox"/> die Lieb' |

Sample Tests: German

Quiz no. 1: Diction choices according to texture

1. Transcribe the following poem into IPA, scored for voice and piano.

So hab ich wirklich dich verloren?

[]

Bist du, o Schöne, mir entflohn?

[]

Noch klingt in den gewohnten Ohren

[]

Ein jedes Wort, ein jeder Ton.

[]

So wie des Wandrers Blick am Morgen

[]

Vergebens in die Lüfte dringt,

[]

Wenn, in dem blauen Raum verborgen,

[]

Hoch über ihm die Lerche singt:

[]

So dringet ängstlich hin und wieder

[]

Durch Feld und Busch und Wald mein Blick;

[]

Dich rufen alle meine Lieder;

[]

O komm, Geliebte, mir zurück.

[]

Johann Wolfgang von Goethe

2. Transcribe the following aria into IPA. It is scored for voice and orchestra and is taken from Mozart's *Die Zauberflöte*.

Dies Bildnis ist bezaubernd schön,
[]
wie noch kein Auge je gesehn.
[]
Ich fühl' es, wie dies Götterbild
[]
mein Herz mit neuer Regung füllt.
[]
Dies Etwas kann ich zwar nicht nennen,
[]
doch fühl' ich's hier wie Feuer brennen;
[]
soll die Empfindung Liebe sein?
[]
Ja, ja, die Liebe ist's allein.
[]
O wenn ich sie nur finden könnte!
[]
O wenn sie doch schon vor mir stünde!
[]
ich würde, würde, warm und rein –
[]
Was würde ich? Ich würde sie voll Entzücken
[]
an diesen heißen Busen drücken,
[]
und ewig wäre sie dann mein.
[]

Emanuel Schikaneder

Quiz no. 2: Diction choices according to texture

1. Transcribe the following aria into IPA. It is scored for voice and orchestra and is taken from Mendelssohn's *Elias*, op.70.

Höre, Israel, höre des Herren Stimme!

[]

Ach, dass du merkest auf sein Gebot!

[]

Aber wer glaubt unserer Predigt,

[]

und wem wird der Arm des Herrn geoffenbart?

[]

So spricht der Herr, der Erlöser Israels,

[]

sein Heiliger, zum Knecht, der unter den Tyrannen ist,

[]

so spricht der Herr:

[]

Ich bin euer Tröster.

[]

Weiche nicht, denn ich bin dein Gott!

[]

Ich stärke dich!

[]

Wer bist du denn, dass du dich vor Menschen fürchtest,

[]

die doch sterben? Und vergissest des Herrn,

[]

der dich gemacht hat, der den Himmel ausbreitet

[]

und die Erde gegründet.

[]

Wer bist du denn?

[]

Ich bin euer Tröster.

[]

Weiche nicht, denn ich bin dein Gott!

[]

Ich stärke dich!

[]

Julius Schubring

2. Transcribe the following poem into IPA. It is scored for voice and piano.

Und frische Nahrung, neues Blut

[]

Saug ich aus freier Welt:

[]

Wie ist Natur so hold und gut,

[]

Die mich am Busen hält!

[]

Die Welle wieget unsern Kahn

[]

Im Rudertakt hinauf,

[]

Und Berge, wolkig himmelan,

[]

Begegnen unserm Lauf.

[]

Aug, mein Aug, was sinkst du nieder?

[]

Goldne Träume, kommt ihr wieder?

[]

Weg, du Traum! so gold du bist:

[]

Hier auch Lieb und Leben ist.

[]

Auf der Welle blinken

[]

Tausend schwebende Sterne,

[]

Weiche Nebel trinken

[]

Rings die türmende Ferne;

[]

Morgenwind umflügelt

[]

Die beschattete Bucht,

[]

Und im See bespiegelt

[]

Sich die reifende Frucht.

[]

Johann Wolfgang von Goethe

Quiz no. 3: Diction choices according to texture

1. Transcribe the following German folk song text into IPA. It is scored for voice and string quartet.

Es wohnet ein Fiedler zu Frankfurt am Main,

[]

der kehret von lustiger Zeche heim;

[]

und er trat auf den Markt, was schaut er dort?

[]

Der schönen Frauen schmausten gar viel' an dem Ort.

[]

“Du bucklichter Fiedler, nun fiedle uns auf,

[]

wir wollen dir zahlen des Lohnes vollauf!

[]

Einen feinen Tanz, behende gezeit,

[]

Walpurgis Nacht wir heuer gefeirt!”

[]

Der Geiger strich einen fröhlichen Tanz,

[]

die Frauen tanzten den Rosenkranz,

[]

und die erste sprach: “mein lieber Sohn,

[]

du geigtest so frisch, hab' nun deinen Lohn!”

[]

Sie griff ihm behend' unter's Wams sofort,
[]
und nahm ihm den Höcker vom Rücken fort:
[]
"so gehe nun hin, mein schlanker Gesell,
[]
dich nimmt nun jedwede Jungfrau zur Stell'."
[]

Anonymous

2. Transcribe the following poem into IPA. It is set for voice and piano.

Am Waldsaum kann ich lange Nachmittage,
[]
Dem Kuckuck horchend, in dem Grase liegen;
[]
Er scheint das Tal gemächlich einzuwiegen
[]
Im friedevollen Gleichklang seiner Klage.
[]

Da ist mir wohl, und meine schlimmste Plage,
[]
Den Fratzen der Gesellschaft mich zu fügen,
[]
Hier wird sie mich doch endlich nicht bekriegen,
[]
Wo ich auf eigne Weise mich behage.
[]

Und wenn die feinen Leute nur erst dächten,
[]

Wie schön Poeten ihre Zeit verschwenden,
[]
Sie würden mich zuletzt noch gar beneiden.
[]

Denn des Sonetts gedrängte Kränze flechten
[]
Sich wie von selber unter meinen Händen,
[]
Indes die Augen in der Ferne weiden.
[]

Eduard Mörike

PART IV
ENGLISH AND GERMAN—
COMMON GROUND

Commonalities Between English and German

Assignment no. 1: Common vowels and consonants

1. In paragraph form discuss which vowels are common to both English and German, giving examples, and explaining their production.

2. In paragraph form discuss which consonants are common to both English and German, giving examples, and detailing their production and point of articulation.

Assignment no. 2: Treatment of monosyllabic incidental words

Outline the treatment of monosyllabic words in both English and German, including a discussion of implosion/explosion, as well as strong and weak forms. Be sure to provide examples for both languages.

Assignment no. 3: Rhythmic timing and release of consonants

1. Elucidate the rhythmic timing and release of voiced and voiceless consonants and discuss its importance for both English and German.

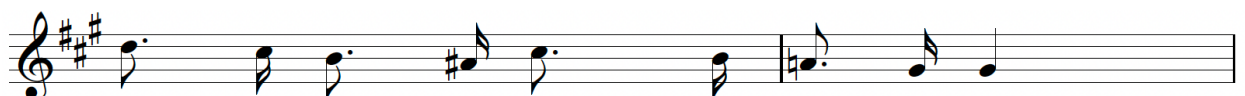
2. In the following musical examples, transcribe the text into IPA, lining it up rhythmically according to the timing and release of consonants.

“Ungeduld, op. 25, no. 7” from *Die schöne Müllerin*, F. Schubert/W. Müller



Ich schnitt' es gern in al - le Rin - den ein, ich


[]



grüb es gern in je - den Kie - sel - stein,


[]

“In Enterprise of Martial Kind” from *The Gondoliers*, Gilbert & Sullivan



When, to e - vade Des - truc-tion's hand, To hide they all pro -

[]



ceed - ed, No sol - dier in that gal - lant band Hid


[]



half as well as he did.

[]

“Rastlose Liebe, op. 5, no. 1,” F. Schubert/J.W. v. Goethe



Dem Schnee, dem Re - gen, dem Wind ent - ge - gen, im


[]



Dampf der Klüf - te, durch Ne - bel - düf - te im - mer - zu!

[]

“Endless Pleasure” from *Semele*, G.F. Händel



to her arms his bolts re - sign-ing, and his light-ning to her

[]



eyes, to her arms. to her arms his bolts re -

[]



sign - ing, and his light - ning to her eyes.

[]

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Legato Singing

Assignment no. 1: Glottal onsets and legato

1. In paragraph form discuss the soft glottal onset in relation to legato singing. 1) When is a glottal onset necessary?; 2) Does texture, style, or genre influence the use of glottal attacks?; 3) Are there different rules for English and German?; 4) Describe the proper execution of healthy glottal onsets, providing examples for both languages.

Assignment no. 2: Phrasal elision and use of R

1. Discuss the concept of phrasal elision and explain when this is advantageous to employ. Provide examples for both English and German.

2. Compare and contrast the use of R in both English and German. How the choices regarding R influence legato singing?

21
Close but No Cigar

Assignment no. 1: Comparative diction

1. In paragraph form, compare and contrast diphthongs in both English and German. Please provide examples utilizing IPA.

2. In paragraph form, compare and contrast [j] and [ɟ] in terms of production and usage. Please provide examples utilizing IPA.

Assignment no. 2: Comparative diction

1. In paragraph form, compare and contrast [ʊ] in terms of production and quality in both English and German. Please provide examples utilizing IPA.

2. In paragraph form, discuss [ŋg] vs. [ŋ] in both English and German. Please provide examples utilizing IPA.

Assignment no. 3: Comparative diction

1. In paragraph form, discuss [ər] vs. [əɪ] in both English and German. Please provide examples utilizing IPA.

2. In paragraph form, compare and contrast the *schwa* in English and German. Please provide examples utilizing IPA.

Practice Exams

Practice Exam no. 1: English

PART I: IPA Transcription

Transcribe the following poem into IPA. It is scored for voice and orchestra and the poet is British.

All are architects of Fate,

[]

Working in these walls of Time;

[]

Some with massive deeds and great,

[]

Some with ornaments of rhyme.

[]

Nothing useless is, or low;

[]

Each thing in its place is best;

[]

And what seems but idle show

[]

Strengthens and supports the rest.

[]

For the structure that we raise,

[]

Time is with materials filled;

[]

Our to-days and yesterdays

[]

Are the blocks with which we build.

[]

Truly shape and fashion these;

[]

Leave no yawning gaps between;

[]

Think not, because no man sees,

[]

Such things will remain unseen.

[]

In the elder days of Art,

[]

Builders wrought with greatest care

[]

Each minute and unseen part;

[]

For the Gods see everywhere.

[]

Let us do our work as well,

[]

Both the unseen and the seen;

[]

Make the house, where Gods may dwell,

[]

Beautiful, entire, and clean.

[]

Else our lives are incomplete,

[]

Standing in these walls of Time,
[]
Broken stairways, where the feet
[]
Stumble as they seek to climb.
[]

Build to-day, then, strong and sure,
[]
With a firm and ample base;
[]
And ascending and secure
[]
Shall to-morrow find its place.
[]

Thus alone can we attain
[]
To those turrets, where the eye
[]
Sees the world as one vast plain,
[]
And one boundless reach of sky.
[]

Henry Wadsworth Longfellow

PART II: Essay questions

1. Write the 10 symbols for the English diphthongs, divide them into two groups, and provide examples. In paragraph form, outline the differences between the two groups.

2. In paragraph form, describe the principle of 'unstress' as it applies to English lyric diction, providing examples.

PART I: Essay questions

1. In paragraph form, discuss the use of implosion/explosion of consonants in English lyric diction, providing examples.

2. Compare and contrast the vowels [a], [æ], and [ɑ] in English lyric diction. Be sure to provide examples.

PART II: IPA transcription

Transcribe the following poem into IPA. It is scored for voice and orchestra and the poet is British.

Tell me, some pitying angel, quickly say,

[]

Where does my soul's sweet darling stay,

[]

In tiger's, or more cruel Herod's way?

[]

Ah! rather let his little footsteps press

[]

Unregarded through the wilderness,

[]

Where milder savages resort:

[]

The desert's safer than a tyrant's court.

[]

Why, fairest object of my love,

[]

Why dost thou from my longing eyes remove?

[]

Was it a waking dream that did foretell

[]

Thy wondrous birth? no vision from above?

[]

Where's Gabriel now that visited my cell?

[]

I call; he comes not; flatt'ring hopes, farewell.

[]

Me Judah's daughters once caress'd,

[]

Call'd me of mothers the most bless'd.

[

]

Now (fatal change!) of mothers most distress'd.

[

]

How shall my soul its motions guide?

[

]

How shall I stem the various tide,

[

]

Whilst faith and doubt my lab'ring soul divide?

[

]

For whilst of thy dear sight beguil'd,

[

]

I trust the God, but oh! I fear the child.

[

]

Nahum Tate

PART I: Essay questions

1. In paragraph form, detail the production, categorization, and occurrence for the following vowels in German lyric diction: [ʊ], [ʏ], and [ɪ]. Do these vowels exist in English? If so, are they identical?

2. Discuss the [ɛ:] in German lyric diction, outlining its production, categorization, and occurrence. Be sure to provide examples.

PART II: IPA Transcription

Transcribe the following poem into IPA:

Es war ein König in Thule,

[]

Gar treu bis an das Grab,

[]

Dem sterbend seine Buhle

[]

Einen goldnen Becher gab.

[]

Es ging ihm nichts darüber,

[]

Er leert' ihn jeden Schmaus;

[]

Die Augen gingen ihm über,

[]

So oft er trank daraus.

[]

Und als er kam zu sterben,

[]

Zählt' er seine Städt' im Reich,

[]

Gönnt' alles seinem Erben,

[]

Den Becher nicht zugleich.

[]

Er saß beim Königsmahle,

[]

Die Ritter um ihn her,
[]
Auf hohem Vätersaale,
[]
Dort auf dem Schloß am Meer.
[]

Dort stand der alte Zecher,
[]
Trank letzte Lebensglut,
[]
Und warf den heil'gen Becher
[]
Hinunter in die Flut.
[]

Er sah ihn stürzen, trinken
[]
Und sinken tief ins Meer.
[]
Die Augen täten ihm sinken
[]
Trank nie einen Tropfen mehr.
[]

Johann Wolfgang von Goethe

PART I: IPA Transcription

Transcribe the following poem into IPA:

Allnächtlich im Traume seh' ich dich

[]

Und sehe dich freundlich grüßen,

[]

Und laut aufweinend stürz' ich mich

[]

Zu deinen süßen Füßen.

[]

Du siehst mich an wehmütiglich

[]

Und schüttelst das blonde Köpfchen;

[]

Aus deinen Augen schleichen sich

[]

Die Perletränenröpfchen.

[]

Du sagst mir heimlich ein leises Wort

[]

Und gibst mir den Strauß von Zypressen.

[]

Ich wache auf, und der Strauß ist fort,

[]

Und das Wort hab' ich vergessen.

[]

Heinrich Heine

PART II: Essay questions

1. In paragraph form, detail the German *schwa*, providing written examples and a full explanation as to its formation.

2. Discuss the following quintessential phonemes in German, outlining their production, categorization, and occurrence: [ç], [χ], and [j]. Be sure to provide examples.

PART I: IPA Transcription

1. Transcribe the following poem into IPA. This poem is set for voice and string quartet and has a British poet.

I'll come when thou art saddest

[]

Laid alone in the darkened room;

[]

When the mad day's mirth has vanished

[]

And the smile of joy is banished

[]

From evening's chilly gloom.

[]

I'll come when the heart's real feeling

[]

Has entire unbiased sway,

[]

And my influence o'er thee stealing,

[]

Grief deepening, joy congealing,

[]

Shall bear thy soul away.

[]

Listen, 'tis just the hour,

[]

The awful time for thee;

[]

Dost thou not feel upon thy soul
 []
 A flood of strange sensations roll,
 []
 Forerunners of a sterner power,
 []
 Heralds of me?
 []

Emily Brontë

2. Transcribe the following poem into IPA. This poem is set for voice and piano.

Wohin so schnell, so kraus, so wild, mein lieber Bach?
 []
 Eilst du voll Zorn dem frechen Bruder Jäger nach?
 []
 Kehr um, kehr um, und schilt erst deine Müllerin
 []
 Für ihren leichten, losen, kleinen Flattersinn.
 []
 Sahst du sie gestern abend nicht am Tore stehn,
 []
 Mit langem Halse nach der großen Straße sehn?
 []
 Wenn von dem Fang der Jäger lustig zieht nach Haus,
 []
 Da steckt kein sittsam Kind den Kopf zum Fenster 'naus.
 []
 Geh, Bächlein, hin und sag ihr das; doch sag ihr nicht,
 []

Hörst du, kein Wort von meinem traurigen Gesicht.

[

]

Sag ihr: Er schnitzt bei mir sich eine Pfeif' aus Rohr

[

]

Und bläst den Kindern schöne Tänz' und Lieder vor.

[

]

Wilhelm Müller

PART II: Essay question

In paragraph form, discuss the use of the colon in English and German IPA. What does this symbol represent? If it is not used in a language, why not?

PART I: Short answer

1. Provide concise definitions for the following phonetic terms:

Fricative

Nasal consonant

Continuant

Soft palate (velum)

Cognate

2. Transcribe the following English and German phrases into IPA. A translation is provided in parentheses.

forever young

the power of love

remember to reorder

with thou

deliverance from evil

unvergeßlich (unforgettable)

der Kindergarten

die Mondesglanz (moonshine)

Johannes Brahms

genauso werden (to become exactly like that)

PART II: IPA Transcription

1. Transcribe the following poem into IPA. This poem is set for voice and piano and the poet is American.

What lips my lips have kissed, and where, and why,
[]
I have forgotten, and what arms have lain
[]
Under my head till morning; but the rain
[]
Is full of ghosts tonight, that tap and sigh
[]
Upon the glass and listen for reply,
[]
And in my heart there sits a quiet pain
[]
For unremembered lads that not again
[]
Will turn to me at midnight with a cry.
[]

Thus in the winter stands the lonely tree,
[]
Nor knows what birds have vanished one by one,
[]
Yet knows its boughs more silent than before:
[]
I cannot say what loves have come and gone,
[]

I only know that summer sang in me

[]

A little while, that in me sings no more.

[]

Edna St. Vincent Millay

2. Transcribe the following poem into IPA, scored for voice and piano.

Immer leiser wird mein Schlummer,

[]

nur wie Schleier liegt mein Kummer

[]

zitternd über mir.

[]

Oft im Traume hör ich dich

[]

rufen drauß vor meiner Tür,

[]

niemand wacht und öffnet dir,

[]

ich erwach und weine bitterlich.

[]

Ja, ich werde sterben müssen,

[]

eine Andre wirst du küssen,

[]

wenn ich bleich und kalt.

[]

Eh die Maienlüfte wehn,

[]

eh die Drossel singt im Wald:

[]

Willst du mich noch einmal sehn,

[]

komm, o komme bald!

[]

Hermann von Lingg

Practice Exam no. 3: English and German

PART I: Short Answer

1. Transcribe the following English and German words into IPA. A translation has been provided in parentheses.

herself

beenden (to finish)

unbelievable

die Meerfrau (mermaid)

magical

fürchterlich (horrible)

PART II: Essay Questions

1. Compare and contrast the principle of vowel length in German, including a discussion of loan words. Is vowel length integral to English lyric diction, as well? Be sure to provide examples.

2. Compare and contrast the vowels [ə], [ʌ], and [ɜ] in English lyric diction. Be sure to provide examples.

PART III: IPA Transcription

1. Transcribe the following poem into IPA. It is set for voice and chamber orchestra and the poet is British.

When our two souls stand up erect and strong,
[]
Face to face, silent, drawing nigh and nigher,
[]
Until the lengthening wings break into fire
[]
At either curvèd point,—what bitter wrong
[]
Can the earth do to us, that we should not long
[]
Be here contented? Think. In mounting higher,
[]
The angels would press on us and aspire
[]
To drop some golden orb of perfect song
[]
Into our deep, dear silence. Let us stay
[]
Rather on earth, Belovèd,—where the unfit
[]
Contrarious moods of men recoil away
[]
And isolate pure spirits, and permit
[]
A place to stand and love in for a day,
[]
With darkness and the death-hour rounding it.
[]

Elizabeth Barrett Browning

2. Transcribe the following poem into IPA, scored for voice and piano.

Freuden sonder Zahl

[]

Blühn im Himmelssaal

[]

Engeln und Verklärten,

[]

Wie die Väter lehrten.

[]

O da möcht ich sein,

[]

Und mich ewig freun!

[]

Jedem lächelt traut

[]

Eine Himmelsbraut;

[]

Harf und Psalter klinget,

[]

Und man tanzt und singet.

[]

O da möcht' ich sein,

[]

Und mich ewig freun!

[]

Lieber bleib' ich hier,

[]

Lächelt Laura mir

[]

Einen Blick, der saget,

[

]

Daß ich ausgeklaget.

[

]

Selig dann mit ihr,

[

]

Bleib' ich ewig hier!

[

]

Ludwig H.C. Hölty

Practice Exam no. 4: English and German

PART I: Short Answer

Transcribe the following English and German phrases into IPA. A translation has been provided in parentheses.

remember to reorder

unvergeßlich (unforgettable)

with thou

der Mondesglanz (moonshine)

deliverance from evil

Johannes Brahms

PART II: Essay questions

1. In paragraph form, discuss the use (or not) of double consonants in English and German, providing written examples.

2. In paragraph form, compare and contrast the [ɪ] in English and German, providing written examples. Does this symbol represent more than one sound?

PART III: IPA Transcription

1. Transcribe the following poem into IPA. It is set for voice and orchestra and the poet is American.

Once more into my arid days like dew,
[]
Like wind from an oasis, or the sound
[]
Of cold sweet water bubbling underground,
[]
A treacherous messenger, the thought of you
[]
Comes to destroy me; once more I renew
[]
Firm faith in your abundance, whom I found
[]
Long since to be but just one other mound
[]
Of sand, whereon no green thing ever grew.
[]
And once again, and wiser in no wise,
[]
I chase your colored phantom on the air,
[]
And sob and curse and fall and weep and rise
[]
And stumble pitifully on to where,
[]
Miserable and lost, with stinging eyes,
[]
Once more I clasp,--and there is nothing there.
[]

Edna St. Vincent Millay

2. Transcribe the following poem into IPA, scored for voice and piano.

Der Herbstwind schüttelt die Linde,

[]

Wie geht die Welt so geschwinde!

[]

Halte dein Kindlein warm.

[]

Der Sommer ist hingefahren,

[]

Da wir zusammen waren-

[]

Ach, die sich lieben, wie arm!

[]

Wie arm, die sich lieben und scheiden!

[]

Das haben erfahren wir beiden,

[]

Mir graut vor dem stillen Haus.

[]

Dein Tüchlein noch läßt du wehen,

[]

Ich kann's vor Tränen kaum sehen,

[]

Schau still in die Gasse hinaus.

[]

Die Gassen schauen noch nächtig,

[]

Es rasselt der Wagen bedächtig -

[]

Nun plötzlich rascher der Trott

[

]

Durchs Tor in die Stille der Felder,

[

]

Da grüßen so mutig die Wälder,

[

]

Lieb Töchterlein, fahre mit Gott!

[

]

J. v. Eichendorff

Appendix B: Supplements

English tongue twisters

Transcribe the following English tongue twisters into IPA.

Consonants

1. Bilabial [p][b][m][w][ʌ]

Pretty Polly Perkin polished pastel plates and plaster plaques

[]

The bottom of the butter bucket is the buttered bucket bottom

[]

The mighty master murdered the maddened magistrate

[]

The woman wound the wool well while the wild wind whistled

[]

2. Tongue-tip and alveolar ridge [t][d][l][n]

Ten tiny toddling tots trying to train their tongues to trill

[]

Dancing dangerously down the dale dainty Dinah dashed dizzily past Dorothy

[]

A library littered with literary literature

[]

Nine nimble noblemen nibbling nasty knobbly nuts

[]

3. Back of tongue and soft palate [k][g]

The crime completed, the coward crawled cautiously coastward

[]

Grace's grey gloves glided to the ground

[]

4. Tongue-tip and upper teeth [θ][ð][s]

Thrust three thousand thistles through the thick of his thumb

[]

They thanked them thoroughly

[]

A sick sparrow sang six sad spring songs sitting under a squat shrub

[]

Seventeen slimy slugs in satin sunbonnets sat singing short sad songs

[]

5. Lower lip and upper teeth [f][v]

Five frantic fat frogs fled from fifty fierce fishes

[]

Violet vainly viewed the vast vacant vista

[]

6. Tongue blade and hard palate [tʃ][dʒ][ʃ]

Cheerful children chant charming tunes

[]

Jean, John, Georges, and Gerald judged generally

[]

Should such a shapeless sash such shabby stitches show?

[]

7. Aspirant [h]

How high His Highness holds his haughty head

[]

How has Harry hasted so hurriedly to the hunt?

[]

8. Glides and approximants [j][ɹ]

A yellow yo-yo young Hubert used

[]

A purely rural duel truly plural is better than a purely plural duel truly rural
 []
 As around the rising rocket, the rushing rotors roared, the rattled roosters rollicked
 []
 Around the rugged rock the rural rascal ran to win the rural race
 []

Healthy glottal onsets

One old owl occupies an old oak
 []
 One old ox opening oysters
 []

Parkin. *Anthology of British Tongue-Twisters*. © 1969 Samuel French Ltd. London. All Rights Reserved.
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German tongue twisters

Transcribe the following German tongue twisters into IPA.

Vowels

1. [a:] vs. [a]

Nah dem Hage Tannen schwanken,
 []
 Alles strahlet Abendprangen;
 []
 Klagend sang der alte Barde,
 []
 Daß der Waldesrand es hallte!
 []

2. [e:] vs. [ɛ]

Wenn der Rebe rechter Segen
 []

Jede Seele mehr erreget,

[]

Werde edel, selbstvergessen,

[]

Schneller jedes Herz beweget!

[]

3. [i:] vs. [ɪ]

Wie sie friedlich, sinnig blickt,

[]

Innig mild sich still vertieft—

[]

Sinnenlieb', die nie ersprießlich,

[]

Wird sie sittig immer fliehn!

[]

Kniend liegt sie—lieblich

[]

4. [o:] vs. [ɔ]

Oben thront der Nonnen Kloster.

[]

Voll von Trost, voll hoher Wonne

[]

Wohnen dorten fromme Nonnen,

[]

Loben Gott vor Morgenrot.

[]

5. [u:] vs. [ʊ]

Und durch zukunftsunklen Mund

[]

Wurde Brutus' Schuld nun kund:

[]
«Gut und Blut trugst du zum Bunde—
[]
Dulden mußt du nun zur Stund',
[]
Und der Fluch schuf Blut und Wunde!»
[]

6. [ø:] vs. [œ]

Klöster krönen öde Höhen;

[]
Hör' der Mönche Chöre tönen:
[]
«Göttlich schön erlöst Versöhnen,
[]
Böse mögen's schnöd verhöhnen...»
[]

7. [y:] vs. [ʏ]

Über der Wüste düstere Gründe

[]
Führet die zürnenden Brüder vorüber;
[]
Schüsse grüßen herüber, hinüber,
[]
Künden die Führer der dürstenden Züge.
[]

8. Diphthongs [ae][ao][ɔø]

Mein Meister freit ein reizend Weib,

[]

Er meint, es sei ein Zeitvertreib!
 []
 Allein, was treibt die kleine Maid,
 []
 Den Greis zu freien in Eiligkeit?
 []
 Meint sie, beim Greis sei's
 []

Auch das Laub rauscht auf der Au—
 []
 Blauer Rauch schmaucht aus dem Hause,
 []
 Trauben lauschen aus dem Laube;
 []

Häuser, Bäume, Scheunen, Zäune,
 []
 Kräuselt, heulend leuchtend Feuer!
 []
 Ein leuchtender Tau
 []
 Weilt heut auf der Au.
 []

Consonants

1. Plosives [b][p][d][t][g][k]
 Bald bebt im Purpur die blonde Braut,
 []
 Bunt blühen Blaublümlein am Boden;
 []
 Breitblättriger Palmbaum prangt beim Portal
 []

Betet, danket, darbet, duldet!

[]
Nicht entrückt durch töricht Denken,
[]
Nicht enttäuscht, verderbt durch Welttand,
[]
Trifft der Tod dich nicht dort drüben.
[]
Kummerkrank kauern—kaum karge Kost,
[]
Krummgeknebelt—kalte Kette des Kerkers;
[]
Ganz gern gab Gregor der Große
[]
Güter und Gold gegen Gottes Gnadengut hin.
[]

2. Fricatives [v][f][z][s][ʃ][h][ç][χ]

Wie wär's wohl, wenn wir weilten,
[]
Wo wogende Wellen weich winken
[]
Fischfrevler Franz fing frech
[]
Vorm Flußfall fette Fünffingerfische.
[]
Es senkt sich sacht die Sonne,
[]
Sanft säuselt's längs dem Flusse;
[]
Leis singt selbst ems'ge Drossel,
[]

Rings Sehnsucht süß entfesselnd.

[]

Schnell zum schmalen Schlossesschornstein,

[]

Schrillen Schreis den Schloßschenk schreckend!

[]

Hetzt herzhaft Hennen und Hahn

[]

Halb haushoch zum Heuhaufen hin!

[]

Jubelnd, johlend und jauchzend,

[]

Jetzt im Jänner des Jahrs.

[]

Nach solch nichtigem Krieg

[]

Lacht nicht Rache noch Sieg!

[]

Durch schlechte Streich'

[]

Macht Knecht sich reich,

[]

Schleicht nachts sacht, lächelt noch!

[]

3. Laterals: [1]

Lang lauscht Lilli—endlich lieblos lächelnd

[]

Lallt sie leise: «Lisple, lieblich, Liebeslallen;

[]

Lächeln ließ mich längst solch Liebleids Langweil!»

[]

4. Nasals [n][ŋ][m]

Nun nahen neue Wonnen

[]

Nun glänzt und grünt manch Land;

[]

Von Hoffnungen trunken,

[]

In Ahnung versunken

[]

Wenn Männer den Mädchen mal Ständchen bringen,

[]

Im Nachen mit neckischem Brummen, mit Singen,

[]

Dann murmeln die Muhmen mit Nasenrümpfen

[]

Empfindsam und meinen, man müsse nun schimpfen!

[]

5. Trills [r] vs. [ʁ]

Schwer heran braust Sturmeswetter,

[]

Dräuend rasselt Donners Grollen!

[]

Sturm und Brandung rauschen rasend,

[]

Erde selber schwer erschütternd,

[]

Donner furchtbar überdröhnend!

[]

Suffixes: *-ern* and *-ernd*

Erzitternd gewittern

[]

Schmetternd erschütternde Schauern!

[]

Wandernd und lauernd,

[]

Wimmernd zähklappernde Bauern!

[]

6. Consonant blends [rt][pf][kv]

Zerstört der Herd,

[]

Geschürt der Mord,

[]

Schwirrt rauh der Nord,

[]

Der's Mark verzehrt.

[]

Grashupfer schlüpft,

[]

Der Tropf—und hüpf,

[]

Mit Zopf und Zipfel—

[]

Aus Sumpf zum Wipfel!

[]

Erquickende Quelle quillt quirlend empor.

[]

Quiekende Quinten quälen quengelnde Quäker.

[]

7. Affricates [ts]

Es zogen zwei Sänger zum säuselnden See,

[]

Zart sangen zur Zither sie Tänze;

[]

Daß Zeisig ganz sacht zur selben Zeit

[]

Sich zurückzog zu des Waldsaumes Grenze.

[]

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An active performer, she has concertized in Hong Kong, Sweden, Germany, France, Austria, Scotland, Canada, and the United States, and has been broadcast on CBC Radio 2, NPR, Classical 96.3 FM, and CKWR. She has coached with many masters in the field of collaborative piano, including Malcolm Martineau, Rudolf Jansen, Martin Isepp, Dalton Baldwin, and Helmut Deutsch. She was educated at Queen's University (Canada), the Hochschule für Musik "Franz Liszt" (Weimar, Germany), and the Janáček Academy of Music (Brno, Czech Republic).