

INSTRUCTOR'S MANUAL

Phonetic Transcription for Lyric Diction

A graded method of phonetic transcription that employs frequently occurring words from Italian, German, French, Latin, and English lyrics

Expanded Version

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PREFACE

Phonetic Transcription for Lyric Diction offers an efficient approach to the study of Italian, German, French, and Latin transcription. It is second in a two-part series. *Phonetic Readings for Lyric Diction* is the introductory text. Together, these workbooks address enunciation and transcription respectively. Italian, German, French, and Latin enunciation rules with English rules for transcription are established in part one so that students are adequately prepared for the rigorous approach to transcription provided in part two.

This text is the expanded version of *Phonetic Transcription for Lyric Diction*. It contains an additional 10 units to cover English transcription.

The word lists in this text were generated from the lyrics of more than 6,000 art songs. Lyric words were organized in order of frequency of occurrence and categorized according to Italian, German, French, Latin, and English speech sounds as defined by the International Phonetic Alphabet. Worksheets were created from the word lists and arranged according to a strategic order of rules. This design streamlines the approach to teaching lyric diction and allows the instructor to cover transcription in an efficient manner.

Each unit highlights a specified set of symbols by providing rules for transcription, a group assignment, and 12 individually assigned word lists. Units progress in cumulative order culminating with exercises that allow students to transcribe and enunciate phrases from art song lyrics and Liturgical Latin texts. A study of articulatory phonetics is included with consonant and vowel charts for student application and definition of terms. Comprehensive exams and a review of rules are provided for each language.

I invite the reader to see the appendix of *Exploring Art Song Lyrics*, published by Oxford University Press, for a comparative analysis of my method of transcription.

This text would not be possible without generous help from many individuals. I wish to thank Dr. Corradina Caporello, Professor of Italian diction at the Juilliard School, for her excellent guidance. She finalized the rules for enunciation and transcription in the *Italian Lyric Diction Workbook* which were again applied in the Italian portions of this book. Dr. Daniel Solomon, professor of Classical Studies at Vanderbilt University, is the Latin and Italian language and translation editor. Sarah Köllner, editor of the *Athenäum - Jahrbuch der Friedrich Schlegel-Gesellschaft*, is the German text and translation editor. Cecile Moreau is the French language and translation editor. Their expertise is much appreciated.

The *Lyric Diction Workbook Series* was created to make the lyric languages accessible to singers. Familiarity is gained as numerous words are encountered. The series was designed to make grading easier for instructors. Accurate transcription and proficiency of memorized rules is assessed through in-class enunciation. Further discussion and sample syllabus schedules are available by clicking on the blue button titled “How the workbooks function in the classroom” on the home page at www.stmpublishers.com. *Phonetic Readings for Lyric Diction* and *Phonetic Transcription for Lyric Diction* accommodate various pedagogical approaches and course lengths. Together, they introduce students to the lyric languages through transcription and enunciation of a rich vocabulary.

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UNIT 37:

English schwa replacement of *r*

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RULES FOR TRANSCRIPTION

Schwa replacement of *r* in monosyllables and stressed syllables

Spelling	IPA	Sample Words
<i>air, are, ayer, ear, ere</i>	[ɛə]	<i>air, share, prayer, bear, where</i>
<i>ear, eer, ere, ier</i>	[iə]	<i>dear, cheer, here, fierce</i>
<i>oar, ore, our</i>	[ɔə]	<i>soar, adore, your, pour</i>
<i>oor, our</i>	[ʊə]	<i>poor, tour</i>
<i>ior, ire, yre</i>	[aɪə]	<i>prior, fire, lyre</i>
<i>our, ower</i>	[aʊə]	<i>our, power</i>
<i>ure</i>	[jʊə]	<i>cure, sure</i>

Additional Notes

- 1) A flipped *r* is added following the schwa when *r* is intervocalic: *purest* ['pjʊərɛst].
- 2) The spelling *ure* has two pronunciations. It is transcribed as [jʊə] when it occurs in a stressed syllable: *endure* [ɪn'djʊə]. It is transcribed with a schwa when it occurs in an unstressed syllable: *leisure* ['li:zə]. The triphthong transcription may be used if the unstressed syllable is set on a sustained pitch.
- 3) A schwa is not recommended for unstressed words *or* [ɔ:], *for* [fɔ:], and *nor* [nɔ:]. Note: final *-for* of words with multiple elements is [fɔə]: *before* [bɪ'fɔə]

Comparative Study

The transcription of diphthongs and triphthongs varies from source to source. Madeleine Marshall's recommendations reflect an elegant and formal pronunciation of the English language that elevates and simplifies the delivery of the text.

SAMPLE WORD	*AMERICAN ENGLISH	BRITISH ENGLISH	MARSHALL
<i>there</i>	[ɛə]	[ɛə]	[ɛə]
<i>near</i>	[iə]	[iə]	[iə]
<i>more</i>	[ɔə]	[ɔ:]	[ɔə]
<i>poor</i>	[ʊə]	[ʊə]	[ʊə]
<i>choir</i>	[aɪə]	[aɪə]	[aɪə]
<i>power</i>	[aʊə]	[aʊə]	[aʊə]
<i>pure</i>	[jʊə]	[jʊə]	[jʊə]

*Dictionary transcription provides an [ə] symbol. This symbol reflects spoken practice but is not appropriate for lyric diction since it merges a schwa with an *r*-colored vowel. In speech, these sounds occur simultaneously. For singing, the schwa is sustained. According to the rules established by Madeleine Marshall, an *r*-colored vowel would never occur in an unstressed syllable. Vowel *r* is a characteristic sound of the English language but it should be reserved for stressed syllables and monophthongs: *prefer* [pɪ'fɛr] *bird* [bɜd] *word* [wɜd].

Worksheet #37: English schwa replacement of *r*

Provide IPA:

#9		#10		#11	
1. fears	_____	1. aspire	_____	1. pastures	_____
2. farewell	_____	2. hear	_____	2. dears	_____
3. or	_____	3. towering	_____	3. sorely	_____
4. treasures	_____	4. for	_____	4. firelight	_____
5. desires	_____	5. endure	_____	5. severe	_____
6. storing	_____	6. square	_____	6. hourly	_____
7. showering	_____	7. door	_____	7. ere	_____
8. lures	_____	8. figure	_____	8. nor	_____
9. clearly	_____	9. nearly	_____	9. allures	_____
10. chair	_____	10. prepare	_____	10. compare	_____
#12		#13		#14	
1. cheerfully	_____	1. sapphire	_____	1. pair	_____
2. choir	_____	2. threadbare	_____	2. fierce	_____
3. feature	_____	3. endearing	_____	3. lovelier	_____
4. neared	_____	4. powerful	_____	4. demurely	_____
5. stair	_____	5. displeasure	_____	5. wherever	_____
6. or	_____	6. fair	_____	6. shores	_____
7. during	_____	7. clear	_____	7. nor	_____
8. ensnare	_____	8. restoreth	_____	8. azure	_____
9. flowering	_____	9. for	_____	9. sour	_____
10. therefore	_____	10. assure	_____	10. require	_____

Transcription within the phrase: enunciate the following verses from classical literature

Sorrow:

[ʒou 'ʒevə ðʌs fɪəm 'tʃaɪldhʊdz ʒəʊə]

[ʒaɪv sɪn maɪ 'fandəst hoʊps dɪ'keɪ]

[ʒaɪ 'nevə lʌvd ə tɪi ə: fləʊə]

[bət twəz ðə fɜ:st tə feɪd ʌ'weɪ]

[ʒaɪ 'nevə nɜ:st ə dɪə ɡʌ'zel]

[tə ɡlæd mi wɪð its saft blæk ʒaɪ]

[bət mən ɪt keɪm tə noʊ mi wel]

[ənd lʌv mi ʒɪt wəz ʃʒʊə tə daɪ]

The Fire-Worshippers.

Moore.

Defiant Address:

[mɛns ənd mat a:t ðəʊ 'ʒeksəkɪəbəl ʃeɪp]

[ðæt 'deərəst ðoʊ ɡrɪm ənd 'teɪɪbəl ʌd'vans]

[ðaɪ 'mɪskrɪeɪtəd fɪʌnt ʌ'θwə:t maɪ weɪ]

[tə 'jændə ɡeɪts θru ðəm aɪ mɪn tə pəs]

[ðət bi ʌ'ʃʒʊəd wɪð'əʊt liv əskt əv ði]

[ɪ'taɪə(r) ʒə: teɪst ðaɪ 'fali ənd lɜ:n baɪ pruf]

[hel bə:n nɒt tə kʌn'tend wɪð 'spɪrɪts əv 'hevən]

Paradise Lost, Book II.

Milton.

#12		#13		#14	
1. yielding	[ˈjɪldɪŋ]	1. shrieked	[ˈʃɪkt]	1. ships	[ʃɪps]
2. carol	[ˈkærəl]	2. gems	[dʒɛmz]	2. sensed	[sɛnst]
3. perish	[ˈpɛrɪʃ]	3. clink	[klɪŋk]	3. rapid	[ˈræpɪd]
4. beamed	[bɪmd]	4. speaks	[spiːks]	4. freely	[ˈfriːli]
5. lilies	[ˈlɪliːz]	5. busy	[ˈbɪzi]	5. pleasing	[ˈplɪziŋ]
6. deaths	[dɛθs]	6. magic	[ˈmædʒɪk]	6. marries	[ˈmæriːz]
7. sink	[sɪŋk]	7. sealed	[siːld]	7. begged	[bɛgd]
8. eaves	[ˈiːvz]	8. pities	[ˈpiːtɪz]	8. weeps	[wiːps]
9. ready	[ˈrɛdi]	9. fleeting	[ˈfliːtɪŋ]	9. parish	[ˈpærɪʃ]
10. ceased	[siːst]	10. marriage	[ˈmæriːdʒ]	10. thieves	[θiːvz]

Admiration:

What a piece of work is man!
 How noble in reason!
 how infinite in faculty!
 In form and moving how express and admirable!
 in action how like an angel!
 in apprehension how like a god!
 the beauty of the world!
 the paragon of animals!

Hamlet, Act II., Sc. 2.

Shakespeare.

Joy:

Then sing, ye birds, sing, sing a joyous song!
 And let the young lambs bound
 As to the tabor's sound!
 We in thought will join your throng,
 Ye that pipe and ye that play,
 Ye that through your hearts to-day
 Feel the gladness of the May!

Intimations of Immortality.

Wordsworth.

Unit 33, English back [ɔ], [u], [ʊ], central [ɑ], consonant [ʌ], semiconsonants [w], [j]

Classwork

		#1		#2	
1. charms	[tʃɑ:mz]	1. jaw	[dʒɔ]	1. walled	[wɔld]
2. draws	[draʊz]	2. march	[mɑ:tʃ]	2. yarn	[jɑ:n]
3. promised	[ˈprɪəmɪst]	3. taunt	[tɔnt]	3. suit	[sjuːt]
4. taught	[tɔt]	4. knew	[nju]	4. courts	[kɔ:ts]
5. solitude	[ˈsɒlɪtjud]	5. rocks	[rɔks]	5. oft	[ʔɑft]
6. waltz	[wɔltz]	6. course	[kɔ:s]	6. scorch	[skɔ:tʃ]
7. should	[ʃʊd]	7. which	[wɪtʃ]	7. gnaws	[nɔz]
8. courtly	[ˈkɔ:tlɪ]	8. swords	[sɔ:dz]	8. whistling	[ˈwɪslɪŋ]
9. flew	[flu]	9. shook	[ʃʊk]	9. foot	[fʊt]
10. Lord	[lɔ:d]	10. falls	[fɔlz]	10. haunt	[hɔnt]
11. whence	[wɛns]	11. lose	[luːz]	11. blooming	[ˈbluːmɪŋ]
12. balm	[bɔm]	12. broad	[brɔd]	12. wroth	[rɔθ]
#3		#4		#5	
1. bought	[bɔt]	1. torn	[tɔ:n]	1. warn	[wɔ:n]
2. foggy	[ˈfɒɡɪ]	2. arms	[ɑ:mz]	2. whose	[huːz]
3. lute	[luːt]	3. resume [ɪ]	[ɪˈzjuːm]	3. cross	[krɔs]
4. haul	[hɔl]	4. want	[wɔnt]	4. thought	[θɔt]
5. watched	[wɔtʃt]	5. goods	[ɡʊdz]	5. student [ə]	[ˈstjuːdɪnt]
6. claw	[klɔ]	6. clause	[klaʊz]	6. forth	[fɔ:θ]
7. two	[tu]	7. slew	[slu]	7. hearts	[hɑ:ts]
8. thorny	[ˈθɔ:nɪ]	8. laws	[ləz]	8. plausibly	[ˈplɔ:zɪblɪ]
9. starts	[stɑ:ts]	9. shot	[ʃɔt]	9. fluid	[ˈfluːd]
10. calls	[kɔlz]	10. balked	[bɔkt]	10. salt	[sɔlt]
11. put	[pʊt]	11. calms	[kɑmz]	11. took	[tuːk]
12. swarm	[swɔ:m]	12. fought	[fɔt]	12. yawning	[ˈjɔ:nɪŋ]

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