LEVANTINE ARABIC

Introduction to Pronunciation

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Edited by

AUGUSTUS A. KOSKI
PREFACE

This text and the accompanying tapes, developed and prepared at the Foreign Service Institute Arabic Language and Area School in Beirut, provide a partially programmed introduction to the sounds of Levantine Arabic for the beginning student.

James A. Snow was the author of the materials and supervised their typing and recording. The tapes were produced in the FSI/Beirut recording studio under the technical guidance of George Sayegh, who also provided the Arab voice heard on the tapes. The text was typed by Shoukri Alawy. Help in checking the text for accuracy and in preliminary classroom trials of the materials was provided by Hanna Farha, Ziad Kayyal, and Adnan Sabbagh, all of the FSI/Beirut staff.

James R. Frith, Dean
School of Language Studies
Foreign Service Institute
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>iii</td>
</tr>
<tr>
<td>Introduction</td>
<td>vii</td>
</tr>
<tr>
<td>A. /b, f, m, k, w, y, ð, ð/</td>
<td>1</td>
</tr>
<tr>
<td>B. /j/</td>
<td>1</td>
</tr>
<tr>
<td>C. /s/</td>
<td>3</td>
</tr>
<tr>
<td>D. /t, d, s, z, l, n/</td>
<td>5</td>
</tr>
<tr>
<td>E. /l/</td>
<td>7</td>
</tr>
<tr>
<td>F. /a, i, u/</td>
<td>9</td>
</tr>
<tr>
<td>G. /r/</td>
<td>16</td>
</tr>
<tr>
<td>H. /ŋ/</td>
<td>21</td>
</tr>
<tr>
<td>I. /h/</td>
<td>25</td>
</tr>
<tr>
<td>J. Consonant Length</td>
<td>29</td>
</tr>
<tr>
<td>K. Vowel Length</td>
<td>36</td>
</tr>
<tr>
<td>L. Syllables; Stress; More on Long Consonants and Long Vowels</td>
<td>43</td>
</tr>
<tr>
<td>M. /x/</td>
<td>53</td>
</tr>
<tr>
<td>N. /h/</td>
<td>56</td>
</tr>
</tbody>
</table>
O. /g/ ................................................. 63
P. /γ/ ................................................. 75
Q. /q/ ............................................... 82
R. Velarization ................................. 84
S. Some Automatic Processes .......... 90
INTRODUCTION

This Introduction to Levantine Arabic Pronunciation consists of two parts: The booklet presently in hand, and approximately nine and one-half hours of accompanying tape recordings. The two are designed, first, to teach the student to recognize the major points of phonological interference between Levantine Arabic and (most of the more common dialects of) American English as well as the significant phonological contrasts within this dialect of Arabic itself, and, secondly, to provide the student with a model for mimicry.

'Levantine Arabic' as used here refers to a dialect of educated Palestinians who have been long-term residents of Beirut. This dialect is mutually intelligible with most urban dialects of Lebanon, Syria, Jordan, and Palestine. From a purely phonological point of view, however, most of the problems (for speakers of American English) that occur within this dialect also occur in most of the Arabic dialects from Iraq through North Africa, as well as occurring also in Classical Arabic. Consequently, this course can also be used for dialects other than Levantine Arabic.

It is to be noted at the outset that, for the most part, the words chosen in the drills are verbs, and that these verbs were originally found, as a matter of convenience, from a fairly systematic searching of the roots of Wehr's dictionary.* This means that these words and lists have a fairly heavy literary (rather than purely colloquial) bias. However, inasmuch as the purpose of this Introduction is not meaning or normal colloquial usage apart from pronunciation, this bias has been considered to be of no great significance.

The materials themselves consist of nineteen 'sections'. These sections are ordered so as to take the student from what he knows, or has learned, to what is new.

Within a given section, the sequence of drills is ordered, in general, to teach the student to hear the sound or contrast first, and then to give him an opportunity to mimic it. There are seven types of drills utilized,

each one being explained at the point at which it is introduced:

- Familiarization Drills (introduced p. 2);
- Reading Drills (p. 3);
- Dictation Drills (p. 4; p. 18);
- Discrimination Drills (p. 8);
- Recognition Drills (p. 9);
- Mimicry Drills (p. 9);
- Transformation Drills (p. 91)

The drills which are utilized to teach the student to recognize the sounds provide immediate confirmation or correction of the student's response. They can thus be done independently of any outside monitor. However, though the student will most often be able to make judgments as to the accuracy of his own pronunciation, he may still not be able to produce the sound satisfactorily. Consequently, his production (or mimicry) should be monitored or spot-checked.

If the student can mimic the sound satisfactorily, he has achieved the primary goal of that particular segment of the course. If he cannot mimic the sound adequately, the problem will usually be a problem in the mechanics of articulation (in which case explanation and/or demonstration will usually suffice). Occasionally the problem might be in hearing the sound correctly, in which case a review of the Discrimination and Recognition Drills with a monitor would be in order, followed by the Mimicry Drills.

A word concerning the Dictation Drills is in order. FSI/Beirut students do not begin Written Arabic concurrently with their study of colloquial. They thus need to be able to write down new vocabulary items in some accurate transcription, and it is for this purpose that the Dictation Drills were introduced. These Drills, however, have proven to be rather difficult for most students, and thus, for use in other circumstances, it might be found advisable to omit the Dictation Drills or alter the instructions for them.
# LEVANTINE ARABIC
## INTRODUCTION TO PRONUNCIATION

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Stands for a sound like the American English sound</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>'b' in 'bus'</td>
<td>Voiced bilabial stop</td>
</tr>
<tr>
<td>f</td>
<td>'f' in 'fish'</td>
<td>Voiceless labiodental fricative</td>
</tr>
<tr>
<td>m</td>
<td>'m' in 'man'</td>
<td>Voiced bilabial stop</td>
</tr>
<tr>
<td>k</td>
<td>'k' in 'kind'</td>
<td>Voiceless velar stop</td>
</tr>
<tr>
<td>v</td>
<td>'w' in 'wet'</td>
<td>High back rounded vocoid</td>
</tr>
<tr>
<td>y</td>
<td>'y' in 'you'</td>
<td>High front unrounded vocoid</td>
</tr>
<tr>
<td>θ</td>
<td>'th' in 'thin'</td>
<td>Voiceless interdental fricative</td>
</tr>
<tr>
<td>ʒ</td>
<td>'th' in 'then', 'that'</td>
<td>Voiced interdental fricative</td>
</tr>
</tbody>
</table>

The /θ/ and /ʒ/ are sounds borrowed from Classical Arabic in this dialect, and thus will be encountered only at infrequent intervals.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Stands for a sound like the American English sound</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>j</td>
<td>'z' in 'azure', or the 's' in 'confusion'</td>
<td>Voiced palatal groove fricative</td>
</tr>
</tbody>
</table>
The sound here written /j/ offers no problem to Americans. In English words it occurs only medially, though in Levantine Arabic words it occurs initially and finally as well.

*** PLEASE START THE TAPE HERE ***

B.1 FAMILIARIZATION DRILL: Lev. Ar. /j/ is substituted in and contrasted with the American /j/ (the 'j' sound of 'judge'). [On tape]

(A Familiarization Drill is a listening drill: In this type of drill the student is required to listen only, and to ask himself the question: 'Can I hear the difference?' Note also that on all familiarization drills the sounds being contrasted will be reversed after four to six pairs are given. This reversal will be indicated either by dashed lines at the points of change (e.g., in this drill following item 6) or by the reversal of the pairs given in the text.)

1. jeep  
2. jab  
3. joke  
4. George  
5. judge  
6. jam  
7. jay  
8. June  
9. jet  
10. James  
11. jib  
12. jute
B.2 READING DRILL: Read the above words, substituting the Lev. Ar. /j/ in them; your reading will be confirmed, or corrected, on the tape, with a space immediately following for mimicry.

*** PLEASE STOP THE TAPE ***

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Stands for a sound like the American English sound</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ūš</td>
<td>'sh' in 'shoe'</td>
<td>Voiceless palatal groove fricative</td>
</tr>
</tbody>
</table>

There is no problem with the sound in this drill; the purpose here is only to familiarize the student with the symbol used.

*** PLEASE START THE TAPE HERE ***

C.1 FAMILIARIZATION DRILL: /ūš/ versus /s/. [On tape]

1. šake - sake  
2. šale - sale  
3. sine - šine  
4. sort - šort  
5. šade - sade  
6. šift - sift  
7. sop - šop    
8. sot - šot    
9. šam - sam    
10. šun - sun   
11. simmer - šimmer  
12. suck - šuck
C.2 READING DRILL: Read the above pairs immediately following the appropriate number; your reading will be corrected, or confirmed, on the tape. [On tape]

C.3 DICTATION DRILL: Cover the correctly spelled words below and write the dictated sound in the space adjacent to the appropriate number. Each word will be read twice. [On tape]

<table>
<thead>
<tr>
<th>Word</th>
<th>Sound</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ViewChild1</td>
<td>1. __ook</td>
<td>seen 7. __een</td>
</tr>
<tr>
<td>ViewChild1</td>
<td>2. __eet</td>
<td>šaft 8. __aft</td>
</tr>
<tr>
<td>ViewChild1</td>
<td>3. __are</td>
<td>sam 9. __am</td>
</tr>
<tr>
<td>ViewChild1</td>
<td>4. __ort</td>
<td>šed 10. __ed</td>
</tr>
<tr>
<td>ViewChild1</td>
<td>5. __ore</td>
<td>šut 11. __ut</td>
</tr>
<tr>
<td>ViewChild1</td>
<td>6. __irt</td>
<td>bass 12. ba__</td>
</tr>
</tbody>
</table>

C.4 READING DRILL: Read the correctly spelled words from the above drill, C.3, immediately following the appropriate number; your reading will be corrected, or confirmed, on the tape. [On tape]

*** PLEASE STOP THE TAPE ***
### Pronunciation

**D. Symbols**

- Stands for a sound near the American English sound

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>'t' in 'top'</td>
</tr>
<tr>
<td>d</td>
<td>'d' in 'dog'</td>
</tr>
<tr>
<td>s</td>
<td>'s' in 'sip'</td>
</tr>
<tr>
<td>z</td>
<td>'z' in 'zoo'</td>
</tr>
<tr>
<td>l</td>
<td>'l' in 'leap'</td>
</tr>
<tr>
<td>n</td>
<td>'n' in 'not'</td>
</tr>
</tbody>
</table>

Slightly aspirated voiceless dental stop
Voiced dental stop
Voiceless dental grooved fricative
Voiced dental grooved fricative
Voiced dental lateral
Voiced dental nasal

Say the English words 'till, dill, seal, zeal, let, led, net, knit.' You can probably feel where your tongue hits on the ridge just above your teeth (or almost hits with the 's' and 'z' sounds). This ridge is called the alveolar ridge, and thus these sounds are called alveolar sounds. For the comparable Levantine Arabic sounds, the tongue is placed at the teeth (and sometimes, for the /t, d, l, n/, you will even notice the tongue protruding slightly), and thus these are called dental sounds.

Note that, though you will never be misunderstood if you substitute the English alveolar sounds into Levantine Arabic, the dental sounds will help you make other sounds in the language more easily and more nearly correctly. It is for this reason that they are important.
D.1 READING DRILL: Read the following English words with your tongue touching the back of your teeth or protruding slightly rather than higher up on the alveolar ridge:

1. teen  lead  seat  tease  neat
2. din   lid    sit    tin    knit
3. debt  let    set    Ted    Ned
4. day   late   sate   date   Nate
5. Tad   lad    sat    dad    gnat
6. dud   luck   sudd   duck   nut
7. tot   lot    sot    dot    nod
8. tune  lute   suit   toot   newt
9. took  look   soot   took   nook
10. node load   sewed  tote   note
11. toss lost   sought taught naught

D.2 READING DRILL: Pick some book or magazine in English and read several paragraphs using this dental articulation. Repeat this a number of times over the next several days in order to build and reinforce this type of articulation.
### Pronunciation

<table>
<thead>
<tr>
<th>E. Symbol</th>
<th>Stands for a sound like the American English sound</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td>'l' in 'William', but not the 'l' in 'call'</td>
<td>'High tongue' dental lateral</td>
</tr>
</tbody>
</table>

Pronounce the English words 'William' and 'will'; do it again, prolonging the 'l' sound in each of the words. Though the point where your tongue touches the alveolar ridge in these American sounds probably won't change, the back of your tongue will be noticeably higher for the 'l' in 'William' than the 'l' in 'will', or 'call', 'callous', 'bull', etc. For this reason we will use the mnemonic term 'high-tongue l' for the first 'l', and 'low-tongue l' for the second. Try prolonging these sounds, and then alternating them (the arrow point indicating which way the back of your tongue should go, up or down):

\[
\text{l}^\uparrow \ldots \text{l}^\downarrow \ldots \text{l}^\uparrow \ldots \text{l}^\downarrow
\]

Normally, in American English, the 'high-tongue l' occurs before vowel sounds like the 'ea' in 'leaf', the 'i' in 'lit', or the 'e' in 'let', while the 'low-tongue l' occurs in most other positions, as in the words 'hill', 'tall', 'pull', 'spool', 'lost', 'loose', etc. Levantine Arabic, however, will use the 'high-tongue l' in these words. Further, the American 'low-tongue l' is one of the more distinctive characteristics of a bad American English accent in this dialect of Arabic.

*** PLEASE START THE TAPE HERE ***
E.1 FAMILIARIZATION DRILL: 'High-tongue l' (i.e., Arabic pronunciation) versus 'low-tongue l' (or American pronunciation) in English words. [On tape]

<table>
<thead>
<tr>
<th>1. eel</th>
<th>zeal</th>
<th>deal</th>
<th>kneel</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. ill</td>
<td>sill</td>
<td>dill</td>
<td>nil</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>3. ell</td>
<td>sell</td>
<td>tell</td>
<td>Nell</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>4. ale</td>
<td>sale</td>
<td>dale</td>
<td>nail</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>5. Al</td>
<td>Sal</td>
<td>Tal</td>
<td>gal</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>6. spool</td>
<td>cool</td>
<td>tool</td>
<td>fool</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>7. bull</td>
<td>full</td>
<td>pull</td>
<td>wool</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>8. coal</td>
<td>sole</td>
<td>dole</td>
<td>knoll</td>
</tr>
</tbody>
</table>

E.2 DISCRIMINATION DRILL: The Arabic (or 'high-tongue') l versus the American (or 'low-tongue') l; 'same' or 'different'? [On tape]

(In all Discrimination Drills, the student will hear a pair of words or utterances. If both sound the same, he is to say 'same'; if they sound different, he is to say 'different'. A confirmation, or correction, to his answer will be given on the tape.)

E.3 RECOGNITION DRILL: Do the following contain the 'Arabic l' or the 'American l'? [On tape]

(In all Recognition Drills the student is required to recognize a given set of sounds or sequences of sounds whenever he hears them. The sounds to be recognized are announced at the beginning of the
drill. The student is to give the appropriate answer orally—e.g., in the above, 'Arabic' or 'American'. A confirmation, or correction, to his answer will be given on the tape.)

E.4 MIMICRY DRILL: Repeat the following words using the Arabic 1 noted above.

DO NOT FORGET THE DENTAL SOUNDS WHERE APPROPRIATE!

(In all Mimicry Drills, the student mimics, or repeats, what he has heard in the space provided on the tape. If the student is using an individual tape recorder with 'add-on' sound, he is advised to listen to his own voice and make his own judgments as to whether he sounds 'same' or 'different'.)

*** PLEASE STOP THE TAPE ***

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Stands for a sound like</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>the English vowel in 'cat', sometimes in between the vowels of 'cat' and 'cot'</td>
<td>Low front to central unrounded vocoid</td>
</tr>
<tr>
<td>i</td>
<td>the vowels of 'bit' or 'beat', depending on the environment.</td>
<td>High front unrounded vocoid</td>
</tr>
<tr>
<td>u</td>
<td>the vowels of 'look' or 'Lukie', depending on the environment.</td>
<td>High back rounded vocoid</td>
</tr>
</tbody>
</table>

The vowel /a/ will sometimes be identical to the English vowel of 'cat',
'bat', 'dad', and at other times will tend to fall in between the vowels of these words and the vowel of 'cot', 'dot', 'pod'.* There are, however, two important differences. The first and most important difference is that this vowel, when stressed, will tend to be much shorter in duration than its English counterpart. The second difference is that it will tend to retain its quality when unstressed. Each of these is given brief explanation separately below.

In English, when we stress a given syllable, we will normally tend to elongate, i.e., lengthen, the vowel (try saying 'That man!', stressing the 'that' and contrast it with the length of the first vowel in 'Batman!'; the first vowel in the latter is normally much shorter). The Arab will also lengthen a stressed vowel, but not nearly to the extent that Americans do. In drill F.1 below, listen to the contrast in the length of the first /a/ vowel in the pairs. In drill F.2 be very careful to mimic the Arabic pronunciation with a very short /a/.

*** PLEASE START THE TAPE HERE ***

*This statement will be modified later.
F.1 FAMILIARIZATION DRILL: Arabic /a/ versus American pronunciation of the same words. NOTE THE DIFFERENCE IN THE LENGTH OF THE FIRST VOWEL.

[On tape]

1. jamal 11. dafaş 21. fata
2. nafas 12. lafat 22. bada
3. danab 13. kabas 23. nafa
4. sabak 14. jalad 24. zana
5. katab 15. halak 25. naṣa
6. hamaz 16. kamaš 26. haja
7. badal 17. nataj 27. bana
8. jadal 18. jadal 28. jala
9. kasam 19. damaj 29. baka
10. hadam 20. hazal 30. hawa

F.2 MIMICRY DRILL: Arabic /a/. BE CAREFUL TO KEEP THE FIRST VOWEL SHORT IN ALL OF THESE WORDS. [On tape]

*** PLEASE STOP THE TAPE ***

In addition to the contrast in length, Americans will tend to reduce most unstressed vowels toward the somewhat neutral vowel sound of 'cup', 'but', 'shut'. If we use the phonetic symbol 'ə' for this vowel sound, the first five words of drill F.1 would normally be pronounced (incorrectly) in the following manner by Americans: jāməl; nāfəs; dānəb; sābək; kātəb. Though
you will rarely be misunderstood if you substitute this 'ə' sound into Arabic, you will help to remove an unpleasant (to Arab ears) part of an American accent if you can learn to maintain the proper /a/ quality in unstressed positions. Drills F.3, F.4, and F.5 use the same list of words as noted above in drill F.1.

*** PLEASE START THE TAPE HERE ***

F.3 FAMILIARIZATION DRILL: Arabic /a/ in unstressed position versus American pronunciation of the same words. NOTE THE DIFFERENCE IN THE QUALITY OF THE SECOND VOWEL IN EACH OF THE FOLLOWING PAIRS. [On tape]

F.4 MIMICRY DRILL: Arabic /a/ in unstressed position. DO NOT FORGET TO KEEP THE FIRST VOWEL SHORT, AND TO MAINTAIN THE QUALITY OF THE SECOND VOWEL. [On tape]

F.5 READING DRILL: Read the words from Drill F.1 above immediately following the appropriate number; your reading will be confirmed, or corrected, on the tape, with a space immediately following for mimicry. [On tape]

*** PLEASE STOP THE TAPE ***
The /i/ and /u/ vowels offer no serious problem. Each has two basic variants with the choice of the variant depending on syllable structure, placement within the word, and placement with respect to stress. These are more easily learned by example than by explanation, however, and will be treated in this manner. The /i/ variants are reasonably close to the vowels in the English words 'bit' and 'beat', or 'pit' and 'peat'; the /u/ variants to the vowels in 'look' and 'Luke', or 'book' and 'boot'. Listen carefully to the quality of the vowels in the Familiarization Drills below, Drills F.6 and F.10.

*** PLEASE START THE TAPE HERE ***

F.6 FAMILIARIZATION DRILL: /i/; no contrasts. [On tape]

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>libis</td>
<td>11.</td>
</tr>
<tr>
<td>2.</td>
<td>'ibil*</td>
<td>12.</td>
</tr>
<tr>
<td>3.</td>
<td>fišil</td>
<td>13.</td>
</tr>
<tr>
<td>4.</td>
<td>kisib</td>
<td>14.</td>
</tr>
<tr>
<td>5.</td>
<td>nizil</td>
<td>15.</td>
</tr>
<tr>
<td>6.</td>
<td>misik</td>
<td>16.</td>
</tr>
<tr>
<td>7.</td>
<td>hibil</td>
<td>17.</td>
</tr>
<tr>
<td>8.</td>
<td>kizib</td>
<td>18.</td>
</tr>
<tr>
<td>9.</td>
<td>nisi</td>
<td>19.</td>
</tr>
<tr>
<td>10.</td>
<td>nimi</td>
<td>20.</td>
</tr>
</tbody>
</table>

21. bilimm  
22. bidill  
23. bišikk  
24. bitimm  
25. biliff  
26. bifizz  
27. katabti  
28. badalti  
29. jadalı  
30. kamašti

*The symbol /?/ will be explained in Drill H. For the present, ignore it.
F.7 DICTATION DRILL: Cover the correctly spelled words below and write the dictated vowels in the spaces of the word adjacent to the appropriate number. Each word will be read twice. [On tape]

byifšal 1. by_fš_l  fata  6. f_t_  libsat  11. l_bs_t
katabti 2. k_t_bt_  miši  7. m_š_  šilti  12. š_lt_
byinzal 3. by_nz_l  bidi  8. b_d_  bidna  13. b_dn_
byimsik 4. by_mš_k  bilimm  9. b_l_mm  hiblat  14. h_bl_t
nizil  5. n_z_l  jadalti  10. j_d_lt_  bakat  15. b_k_t

F.8 MIMICRY DRILL: /i/. DO NOT FORGET TO MIMIC THE PROPER QUALITY OF THE VOWEL. [On tape]

F.9 READING DRILL: Read the words from Drill F.6 above immediately following the appropriate number; your reading will be confirmed, or corrected, on the tape, with a space immediately following for mimicry. [On tape]
F.10 FAMILIARIZATION DRILL: /u/; no contrasts.  [On tape]

1. ŋult  
2. ŋumt  
3. šurt  
4. fuzt  
5. kurt  
6. kül  
7. ŋultu  
8. kuntu  
9. fuztu  
10. šuftu  
11. ŋumtu  
12. kulu  
13. byunfud  
14. byuskun  
15. byuktub  
16. dafašu  
17. kamašu  
18. hamazu  
19. jadaftu  
20. kabastu

F.11 DICTATION DRILL: Cover the correctly spelled words below and write the dictated vowels in the spaces of the word adjacent to the appropriate number.  Each word will be read twice.  [On tape]

nizlu  1. n_zl_  
book  2. b_sk_n  
byilbasu  3. by__lb_s__  
šurti  4. š_ft__  
libsu  5. l__bs__  
fišlat  6. f__šlt_t  
kuli  7. k_l__  
badaltu  8. b__d_lt__  
šiltu  9. š_l_t__  
zungi  10. z__lt__  
miskat  11. m__sk_t  
byibku  12. by__bk__  
byuktubli  13. by__kt_bl__  
byinzalu  14. by__nz_l__  
lafat  15. l__f_t

F.12 MIMICRY DRILL: /u/.  DO NOT FORGET TO MIMIC THE PROPER QUALITY OF THE VOWELS.  [On tape]
F.13 READING DRILL: Read the words from Drill F.10 above immediately following
the appropriate number; your reading will be confirmed, or corrected, on
the tape, with a space immediately following for mimicry. [On tape]

*** PLEASE STOP THE TAPE ***

<table>
<thead>
<tr>
<th>G. Symbol</th>
<th>Stands for a sound similar to the American English</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>a fast 't' in 'ate a...', 'photo'</td>
<td>Alveolar flap</td>
</tr>
</tbody>
</table>

The Levantine Arabic /r/ is made by the tongue giving a short, rapid tap against the alveolar ridge, i.e., rather than deliberately going up and touching the alveolar ridge, the tongue flicks it as it passes rapidly by. This is similar to a fast t or d between vowels in English, like 'ought a...', 'ate a...', 'bat a ball', 'city', 'pity', etc. (if these are slowed down and said deliberately, they will not be similar to the Levantine Arabic /r/). In any case, the Levantine Arabic /r/ is definitely not like the American English /r/; for this latter sound, most Americans will curl their tongue up toward the roof of their mouths, as in 'car', 'bar', etc., and add rounded lips when the /r/ is word- or syllable-initial, as in 'rat', 'roof', 'carry', etc.

*** PLEASE START THE TAPE HERE ***
G.1 FAMILIARIZATION DRILL: Arabic /r/ versus American /r/ in word-medial position. [On tape]

1. karab  
2. barad  
3. baraz  
4. barak  
5. baram
---
6. širib   
7. šarad  
8. maras  
9. daras  
10. maran
---
11. byikrib  
12. byubrud  
13. byibriz  
14. byibrik  
15. byubrum
---
16. byišrab  
17. byušrud  
18. byimris  
19. byudrus  
20. byimrin
---
21. byurbut  
22. byurbuk  
23. byurtum  
24. byurdum  
25. byirsil
---
26. byiršid  
27. byirfd-  
28. byiršim  
29. byirkiz  
30. byirfil

G.2 DISCRIMINATION DRILL: Arabic /r/ versus American /r/; 'same' or 'different'? (Do not allow yourself to be distracted by forms which did not occur above). [On tape]

G.3 RECOGNITION DRILL: Do the following contain an Arabic /r/ or an American /r/? [On tape]
G. 4 DICTATION DRILL. [On tape]

(In a Dictation Drill, cover the correctly spelled words and write the dictated words on scratch paper. Each word will be read twice. After the completion of the drill, uncover the correctly spelled words and compare your answer with the answer provided.)*

1. marsat
2. šaraku
3. byudrus
4. baradna
5. širbat
6. marantu
7. byušrud
8. babrum
9. karabti
10. byušruk
11. barzat
12. šaradna
13. babrik
14. byišrabu
15. darasti

G. 5 MIMICKY DRILL: Arabic /r/. [On tape]

G. 6 FAMILIARIZATION DRILL: Arabic /r/ versus American /r/ in word-initial position. [On tape]

1. rabat
2. rabak
3. ratam
4. radam
5. radan
6. radaf
7. rasab
8. rasal
9. rasam
10. rašad
11. rafad
12. rafal
13. rašam
14. rakaz
15. rakan

*In the preliminary edition of this work, students found considerable difficulty in the dictation drills. Consequently, errors are to be expected, though reasonably high accuracy on the sounds being drilled should be attained.
G.7 FAMILIARIZATION DRILL: Arabic /r/ versus American /r/ in word-initial position using different forms of the words listed in Drill G.6. [On tape]

G.8 DISCRIMINATION DRILL: Arabic /r/ versus American /r/ in word-initial position; 'same' or 'different'? [On tape]

G.9 RECOGNITION DRILL: Do the following contain an Arabic /r/ or an American /r/? [On tape]

G.10 DICTATION DRILL. [On tape]

1. rakan  
2. rašad  
3. radnat  
4. rakzat  
5. rasamu  
6. radamu  
7. rašamt  
8. rasalt  
9. ratamt  
10. rafalti
11. rasabti  
12. rabaktu  
13. rafadtu  
14. radafna  
15. rabatna

G.11 MIMICKY DRILL: Arabic /r/ in word-initial position. [On tape]
G.12 FAMILIARIZATION DRILL: Arabic /r/ versus American /r/ in word-final position. [On tape]

1. kibir 8. şakar 15. byubtur
2. kafar 9. dabar 16. byuzkur
3. jabar 10. zafar 17. byubdur
4. fatar 11. byikbar 18. byuškur
5. batar 12. byukfur 19. byudbur
6. zakar 13. byujbur 20. byuzmur
7. badar 14. byiftir

G.13 DISCRIMINATION DRILL: Arabic /r/ versus American /r/ in word-final position; 'same' or 'different'? [On tape]

G.14 RECOGNITION DRILL: Do the following contain an Arabic /r/ or an American /r/? [On tape]

G.15 DICTATION DRILL. [On tape]

1. byuzmur 6. byubdur 11. byuškur
2. jabar 7. kafar 12. kibir
3. byukfur 8. byiftir 13. byubtur
4. zakar 9. dabar 14. byujbur
5. şakar 10. byikbar 15. byuzkur

- 20 -
G.16 MIMICRY DRILL: Arabic /r/ in word-final position. [On tape]

*** PLEASE STOP THE TAPE ***

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Stands for a sound like the syllables 'oh, oh, oh!'</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>?*</td>
<td>break or catch between the syllables 'oh, oh, oh!'</td>
<td>Glottal stop</td>
</tr>
</tbody>
</table>

The /?/ or glottal stop is the complete stoppage of sound and breath like that which occurs before the vowels in the expressions 'Oh, oh!', 'Ah, ah, ah, ah!' (e.g., spoken as a warning to a child), or in the precise "I said 'He's an ice man', not 'a nice man'.", or the 'catch' at the beginning of a deliberate cough.

The problem is not in Americans learning to produce a glottal stop, but rather in their tendency to omit it in rapid speech (e.g., in the above examples, 'He's an ice man' and 'He's a nice man' will normally be pronounced the same unless deliberate care is taken to differentiate between the two).

*** PLEASE START THE TAPE HERE ***

*The symbol /?/ designates both the reflex of the Classical Arabic /q/ and (where appropriate for this dialect) /?/. For present purposes, no attempt is made to differentiate between the two.*
LEVANTINE ARABIC

H.1 FAMILIARIZATION DRILL: /ʔ/ versus no /ʔ/ in word-medial and word-final position. [On tape]

1. saʔal - saal
2. baʔar - baar
3. faʔar - faʔar
4. raʔad - raʔad
5. naʔal - naʔal
6. šaraʔ - šara
7. naʔaʔ - naʔa
8. nafaʔ - nafa
9. nahaʔ - naha
10. baraʔ - bara
11. fata - fataʔ
12. zana - zanaʔ
13. rafa - rafaʔ
14. rama - ramaʔ
15. staʔra - staʔraʔ

H.2 FAMILIARIZATION DRILL: /ʔ/ versus no /ʔ/ in word-medial and word-final position using different forms of the words from Drill H.1. [On tape]

H.3 DISCRIMINATION DRILL: /ʔ/ versus no /ʔ/; 'same' or 'different'? [On tape]

H.4 RECOGNITION DRILL: Do the following contain a /ʔ/ or no /ʔ/? [On tape]

H.5 DICTATION DRILL. [On tape]

1. šaraʔ
2. saʔlat
3. naʔaʔu
4. laʔam
5. naʔamu
6. baʔrat
7. rafaʔu
8. fataʔ
9. naʔbat
10. sabaʔ
11. faʔaru
12. naʔal
13. nafʔat
14. ramaʔu
15. faʔdat

- 22 -
H.6 MIMICRY DRILL: /ʔ/ in word-medial and word-final positions; no contrasts.

[On tape]

1. biʔi - byibʔa          8. raʔad - byurʔud          15. safaʔ - byusfuʔ
2. saʔal - byisʔal         9. fiʔir - byifʔar          16. maraʔ - byumruʔ
3. naʔam - byinʔim         10. naʔal - byunʔul          17. zaʔzaʔ - bizaʔziʔ
4. šaʔa - byisʔa           11. baraʔ - byibriʔ          18. baʔbaʔ - bibaʔbiʔ
5. faʔad - byifʔid         12. bazaʔ - byubzuʔ          19. šaʔšaʔ - bıšaʔšiʔ
6. faʔar - byifʔar         13. sabaʔ - byusbuʔ          20. raʔraʔ - biraʔriʔ
7. baʔar - byubʔur         14. salaʔ - byusluʔ

H.7 DICTATION DRILL. [On tape]

1. biʔi                  6. zaʔzaʔ                  11. byiʔdar
2. sabaʔ                 7. byufʔud                  12. byifʔir
3. faʔrat                8. byusfuʔ                  13. byibʔa
4. šaʔu                  9. byiʔdim                  14. byunʔul
5. byibriʔ               10. salaʔ                   15. byumruʔ

*** PLEASE STOP THE TAPE ***

A glottal stop in word-initial position is normally interpreted by Americans as a word beginning with a vowel. In order to accustom the student to looking for this possibility, i.e., that a word may begin with a glottal stop even though he doesn't hear it as such, the following drills are provided.
Note, in Drill H.10 below, that though the glottal stop is not 'heard' in one member of each pair, it very distinctly shows up as a full-fledged consonant in the second member, and thus must be given full value as a consonant in Levantine Arabic.

*** PLEASE START THE TAPE HERE ***

H.8 FAMILIARIZATION DRILL: */ʔ/ in word-initial position. [On tape]

1. ṭabar  
2. ṭamar  
3. ṭawa  
4. ṭirib  
5. ṭidm  
6. ṭatal  
7. ṭalab  
8. ṭara  
9. ṭasam  
10. ṭidir  
11. ṭabrat  
12. ṭamrat  
13. ṭawu  
14. ṭirbu  
15. ṭatalt  
16. ṭalabti  
17. ṭarat  
18. ṭasamna  
19. ṭidru  
20. ṭidmat

H.9 DICTATION DRILL. [On tape]

1. ṭalab  
2. ṭidmu  
3. ṭidrat  
4. ṭamarna  
5. ṭawat  
6. ṭirib  
7. ṭataltu  
8. ṭasamti  
9. ṭidru  
10. ṭabarna  
11. ṭabar  
12. ṭarat  
13. ṭalabna  
14. ṭamaru  
15. ṭatalt
MIMICRY DRILL: /?/ in word-initial and word-medial position. [On tape]

1. ʔabar - byuʔbur
2. ʔamar - byuʔmur
3. ʔawa - byiʔwi
4. ʔrib - byiʔrab
5. ʔidim - byiʔdim
6. ʔatal - byuʔtul
7. ʔalab - byiʔlib
8. ʔara - byiʔra
9. ʔasam - byiʔsim
10. ʔidir - byiʔdar

*** PLEASE STOP THE TAPE ***

I. Symbol Stands for a sound like the American English sound Phonetic Description

| h   | 'h' in 'hat'                          | Glottal fricative |

The levantine Arabic /h/ is very similar to the American English /h/ in 'his', 'heat', 'hot', etc. However, the Arabic /h/ occurs word-medially and (depending on the dialect) word-finally. Native speakers of English will often tend to omit this sound in rapid speech, thus causing a small problem.

*** PLEASE START THE TAPE HERE ***
I.1 FAMILIARIZATION DRILL: /h/ versus no /h/ in word-medial position.

[On tape]

1. ʔahal - ʔaal  
2. bahar - baar  
3. bahal - baal  
4. jahad - jaad  
5. dahas - daas  
6. daham - daam  
7. daan - dahan  
8. raan - rahan  
9. saam - saham  
10. šaar - šahar  
11. šaaʔ - šahaʔ  
12. maal - mahal  
13. mahan - maan  
14. nahab - naab  
15. nahad - naad  
16. nahal - naal  
17. naham - naam  
18. jahal - jaal

I.2 FAMILIARIZATION DRILL: /h/ versus no /h/ in word-medial position.

[On tape]

I.3 DISCRIMINATION DRILL: /h/ versus no /h/ in word-medial position; 'same'
or 'different'? [On tape]

I.4 RECOGNITION DRILL: Do the following contain an /h/ or 'no /h/'? [On tape]
I.5 DICTATION DRILL. [On tape]

1. bahar 6. bahalu 11. jahdat
2. dahasu 7. dahmat 12. dahan
3. rahnat 8. saham 13. šaharu
5. nahabu 10. nahdat 15. nahlat

I.6 MIMICRY DRILL: /h/ versus no /h/ in word-medial position. [On tape]

At times confusion between the /h/ and /f/ arises, especially word-medially. The following drills will help eliminate this small problem.

I.7 FAMILIARIZATION DRILL: /h/ versus /f/. [On tape]

1. habar - fbabar 8. baʕal - bahal 15. fbalʕal - halhal
2. hawa - ḥawa 9. nhab - naʕab 16. byuʕbur - byuhbur
3. hara - ḥara 10. nahar - naʕar 17. byihwi - byiʕwi
4. hibil - ḥibil 11. nahaš - naʕaš 18. byihbāl - byiʔbāl
5. ḥamar - hamar 12. naham - naʕam 19. byuʔmur - byuʔmur
6. ḥamaz - hamaz 13. naʕa - naha 20. byiʔmiz - byiʔmiz
7. baʕar - bahr 14. ḥamʕam - hamham

I.8 FAMILIARIZATION DRILL: /h/ versus /f/ using different forms of the words from Drill I.7. [On tape]
I.9 DISCRIMINATION DRILL: /h/ versus /?/; 'same' or 'different'?  [On tape]

I.10 RECOGNITION DRILL: Do the following contain an /h/ or a /?/?  [On tape]

I.11 DICTATION DRILL.  [On tape]

1. nahrat  
2. byinhalu  
3. byihmis  
4. bahlat  
5. šahartu  
6. byuhzur  
7. nahadu  
8. bahbalu  
9. nahabna  
10. byihwi  
11. byihmiz  
12. byisharu  
13. bahartu  
14. byinhaš  
15. byuhdur

I.12 MIMICKY DRILL: /h/ versus /?/.  [On tape]

I.13 FAMILIARIZATION DRILL: /h/ in word-final position; no contrasts.  
[On tape]

1. badah - byibdah  
2. nakah - byinkah  
3. kibih - byikbih  
4. nabah - byinbah  
5. kirih - byikrah  
6. ntabah - byintbih  
7. ?abdah - byibdah  
8. tahtah - bitahtih
I.14 MIMICRY DRILL: /h/ in all positions. [On tape]

1. hazar - byuhzur
2. hemar - byuhmnr
3. hawa - byihwi
4. hadar - byuhdur
5. haras - byuhrus
6. hadam - byuhdum
7. harab - byuhrub
8. hajam - byuhjum
9. hara - byihri
10. hibil - byihbal

11. hamas - byihmis
12. hamaz - byihmiz
13. sahal - byishil
14. sihir - byishar
15. bahar - byibhir
16. šahar - byišhir
17. rihib - byirhab
18. zihid - byizhad
19. nahar - byinhar
20. zihir - byizhar

21. nahab - byinhab
22. nahaš - byinhaš
23. ḥahar - byiḥar
24. jihiz - byiḥz
25. badah - byibdah
26. nabah - byinbah
27. nakah - byinkah
28. kirih - byikrah
29. kibih - byikbah
30. ntabah - byintbih

*** PLEASE STOP THE TAPE ***

J. Symbol  Stands for sounds like the American English  Phonetic Description

Doubled  'dd' in 'mad dog'  Consonant length, added to any consonant
Consonant  'tt' in 'cat tea'  'kk' in 'sick kid', etc.

Levantine Arabic has a contrast which occurs with extremely high frequency in the language between 'short' and 'long' consonants (terms also used are 'doubled' consonants, as reflected in the transcription system used here, and, in certain instances, 'geminate' consonants). The point and manner of articulation are held for approximately twice as long as for 'short' consonants.
Consonant length occurs in English, but normally when two words occur adjacent to each other, the same sound occurring at the end of the first word and the beginning of the second word. This can be exemplified in the following examples (some of them nonsense items):

'mad dog' versus 'madog'
'cat tea' versus 'catty'
'Iyle lacks' versus 'lilacs'
'pack cage' versus 'package'
'soothe the' versus 'sue the'
'Miss Smith' versus 'Miss Mith'
'tight Tom' versus 'tie Tom'
'book key' versus 'bookie'

Note also the sentence 'Dick cut two black cat tails', with four 'long' consonants. As noted above, the transcription system used here will indicate long consonants as two identical adjacent consonants. In addition to the contrast between long and short consonants, you will again note the shortness of the stressed (i.e., here the initial) vowels in the words of Drill J.1.

*** PLEASE START THE TAPE HERE ***
J.1 FAMILIARIZATION DRILL: Long versus short consonants.  [On tape]

1.  'abbar  -  'abar  
2.  tabbal  -  tabal  
3.  jabbar  -  jabar  
4.  sabba?  -  saba?  
5.  kattab  -  katab  
6.  'atal  -  'attal  
7.  bada  -  badda  
8.  badal  -  baddal  
9.  hada  -  hadda  
10.  hadam  -  haddam  
11.  jaddaf  -  jadaf  
12.  jaddal  -  jadal  
13.  'akkal  -  'akal  
14.  'aθar  -  'aθar  
15.  kaffar  -  kafar  
16.  kasar  -  kassar  
17.  kasam  -  kassam  
18.  'azar  -  'azzar  
19.  hazal  -  hazzal  
20.  hašam  -  haššam  
21.  hajja  -  haja  
22.  najja  -  naja  
23.  hajjam  -  hajam  
24.  hajjar  -  hajar  
25.  'aššar  -  'ašar  
26.  halak  -  hallak  
27.  jala  -  jalla  
28.  jalad  -  jallad  
29.  'amar  -  'ammar  
30.  kana  -  kanna

J.2 DISCRIMINATION DRILL: Long versus short consonants; 'same' or 'different'?  [On tape]

J.3 RECOGNITION DRILL: Do the following contain a long consonant or a short consonant word-medially?  [On tape]
J.4 DICTATION DRILL. [On tape]

1. hajja  
   2. jaddaft  
   3. ?abbaru  
   4. hajamti  
   5. ?akkalna  
   6. jabartu  
   7. ?aššaru  
   8. kaffarna  
   9. kattabtu  
  10. jalla  
  11. sabbarna  
  12. badu  
  13. kannat  
  14. haššamti  
  15. ?amartu  

J.5 MIMICRY DRILL: Long versus short consonants. [On tape]

In the following drills, two consonants which might cause slight trouble when doubled are drilled: /ʔ, h/.


1. raʔas - raʔas  
   2. raʔad - raʔad  
   3. naʔar - naʔar  
   4. naʔal - naʔal  
   5. raʔaf - raʔaf  
   6. faʔar - faʔar  
   7. naʔaz - naʔaz  
   8. waʔad - waʔad  
   9. saʔal - saʔal  
  10. maʔat - maʔat  
  11. naʔaš - naʔaš

J.7 DISCRIMINATION DRILL: Long /ʔ/ versus short /ʔ/; 'same' or 'different'? [On tape]
J.8 RECOGNITION DRILL: Do the following contain a long /?/ or a short /?/?

[On tape]

J.9 DICTATION DRILL. [On tape]

1. da??at
2. na?ašu
3. ma??atna
4. sa??alt
5. na??altu
6. fa??arti
7. na?zat
8. wa??ad
9. na??azat
10. ra??afti
11. Ša??a?
12. na??aru

J.10 MIMICTRY DRILL: Long /?/ versus short /?/. [On tape]

J.11 FAMILIARIZATION DRILL: Long /h/ versus short /h/. [On tape]

1. ?ahhal - ?ahal
2. wahhan - wahan
3. dahaš - dahhaš
4. laha - lahha
5. šahhar - šahar
6. jahhaz - jahaz

J.12 DISCRIMINATION DRILL: Long /h/ versus short /h/; 'same' or 'different'? [On tape]

J.13 RECOGNITION DRILL: Do the following contain a long /h/ or a short /h/?

[On tape]
J.14 DICTATION DRILL. [On tape]

1. sahhab
2. rahhabat
3. hadahun
4. rahhabt
5. fahhamt
6. sahhalt
7. dabhantu
8. jahhaltu
9. jahazna
10. zahhadna

J.15 MIMICRY DRILL: Long /h/ versus short /h/. [On tape]

*** PLEASE STOP THE TAPE ***

The long /r/ may prove to be a problem to some Americans inasmuch as it is, in fact, a tongue trill. Some Americans have made this sound from childhood when playing cars and airplanes and will have no trouble. However, if this sound is difficult, try saying the following phrases rapidly and repeatedly, and gradually forcing more air out in the process: butter up and/or put it on. Work on these in odd moments, but frequently, over a period of several days, and you will probably find that very suddenly the tongue trill works.

*** PLEASE START THE TAPE HERE ***
### J.16 FAMILIARIZATION DRILL: Long /r/ versus short /r/. [On tape]

1. barrad - barad  
2. šarraf - šaraf  
3. sarraj - saraj  
4. darraj - daraj  
5. karram - karam  
6. sarab - sarrab  
7. barak - barrak  
8. karas - karraš  
9. Šarad - Šarrad  
10. tarak - tarrak  
11. darras - daras  
12. jarrad - jarad

### J.17 DISCRIMINATION DRILL: Long /r/ versus short /r/; 'same' or 'different'? [On tape]

### J.18 RECOGNITION DRILL: Do the following contain a long /r/ or a short /r/? [On tape]

### J.19 DICTATION DRILL. [On tape]

1. barradu  
2. darrajtu  
3. sarabna  
4. šarrad  
5. šarrafna  
6. darajt  
7. barraku  
8. tarraktu  
9. sarajti  
10. karram  
11. karraštu  
12. darrasna

### J.20 MIMICRY DRILL: Long /r/ versus short /r/. [On tape]

*** PLEASE STOP THE TAPE ***
In addition to the contrast between long and short consonants, Levantine Arabic has another high frequency contrast between long and short vowels. Long vowels, analogously to their long consonant counterparts, are held approximately twice as long as short vowels. Further, long vowels, again analogously to their long consonant counterparts, will be indicated in the transcription by two identical adjacent vowels (e.g., -aa-, -ii-, etc.).

In English, any stressed vowel (i.e., the vowel that is pronounced the loudest in the word) will normally be lengthened. Thus there is the strong tendency for Americans to lengthen Arabic stressed short vowels as was noted in Section F, which in turn tends to distort the short and long vowel contrast unless particular attention is paid to keeping these stressed short vowels short. On the other hand, Americans will probably need to exaggerate the Arabic long vowel slightly in order to maintain the proper contrasts.
K.1 FAMILIARIZATION DRILL: Long vowels versus short vowels. [On tape]

1. kaaram - karam
2. haaja - haja
3. baadar - badar
4. baadal - badal
5. ?aamar - ?amar
6. katatab - kaatab
7. ?atal - ?atal
8. kašaf - kaasaf
9. hada - haada
10. bada - baada
11. ?azar - azar
12. jaabar - jabar
13. naaja - naja
15. kaafa - kafa
16. hazal - haazal
17. bara - baara
18. ?akal - ?aakal
19. jalad - jaalad
20. saba? - saaba?

K.2 DISCRIMINATION DRILL: Long vowels versus short vowels; 'same' or 'different'? [On tape]

K.3 RECOGNITION DRILL: Do the following words contain a long vowel or a short vowel? [On tape]
K.4 DICTATION DRILL. [On tape]

1. laaha
2. ūsaaharu
3. raabu
4. haadat
5. ðaatal
6. saabaʾ
7. ñamar
8. naaʾalu
9. baada
10. katabu
11. ñaazar
12. saaфaru
13. naaʾaš
14. kaatar
15. naaʾaru

K.5 MIMICRY DRILL: Long vowels versus short vowels. [On tape]

In the following set of drills, the student will be drilled on the contrasts between long consonants versus long vowels versus neither.
K.6 FAMILIARIZATION DRILL: Long consonants versus long vowels. [On tape]

1. nannaš - naa'as
2. nanna'r - naa'ar
3. wa'af - waa'af
4. na' al - naa' al
5. raba - raaba
6. kaabar - kабbar
7. jaabar - jабbar
8. taabal - tabbal
9. saaba - sабba
10. kaatar - kattar
11. kattab - kaatab
12. 'attal - 'aatal
13. najja - naaja
14. jaddal - jaadal
15. nazzal - naazal
16. 'azzar - 'azzar
17. saafar - saffar
18. 'akkal - 'akkal
19. saalam - sallam
20. jaalad - jallad
21. 'aammar - 'aamar
22. Šahhar - Šahhar
23. dahhan - daahan
24. lahha - laaha
25. 'awwam - 'awwam
26. sawwam - sawwam
27. daawar - dawwar
28. 'ayyas - 'ayyas
29. saayar - sayyar
30. saaya - sayya
31. tna' al - tnaa' al
32. twa'af - twaa'af
33. t?abbal - t?aabal
34. tkattab - tkaatab
35. tkammal - tkaamal
36. tsaaahal - tsahhal
37. tfaaham - tfahham
38. tbaahal - tbahhal
39. tjaawaz - tjawwaz
40. tsayya - tsayya

K.7 DISCRIMINATION DRILL: Long consonants versus long vowels; 'same' or 'different'? (Caution: the pairs, if the same, may contain either long consonants or long vowels). [On tape]
K.8 RECOGNITION DRILL: Do the following words contain a long consonant or a long vowel? [On tape]

K.9 DICTATION DRILL. [On tape]

1. sayyar
2. dawwar
3. lahha
4. ?ammar
5. jaalad
6. ?akkal
7. ?aazar
8. jaadal
9. ?aat?al
10. kattar
11. taabal
12. k?abar
13. naa?al
14. t?aabal
15. tkammal

K.10 MIMICRY DRILL: Long consonants versus long vowels. [On tape]
K.11 Familiarization Drill: Long Consonants versus Long Vowels; further practice. [On tape]

1. binawiš - binawîš
2. bitnawiir - bitnawîir
3. bawawiif - bawawîif
4. binawilu - binawîlu
5. bitrabbu - bitrabbu
6. mkaabir - mkaabir
7. mjaaabra - mjaaabra
8. taabîl - tabîl
9. saabî - saabî
t10. kaatru - kattaru
t11. kattabu - kattabu
t12. awkalat - awkalat
t13. raajat - naajat
t14. bijaddlu - bijaddlu
t15. btnazzlu - btnazzlu
t16. bi'azzir - bi'azzir
17. binsaafir - bnsaaffir
18. bi'akkil - bi'akkil
19. msaalim - msaallim
20. mjalaalde - mjallalde *
21. 'ammir - 'aamir
22. šahhri - šaahri
d23. dahnu - daahnu
d24. laahu - laahu
25. 'awwamat - 'aawwamat
26. saawamu - sawwamu
27. bidaawwu - bidawwu
28. bi'ayvis - bi'ayyvis
29. bitsaayjir - bitsayyir
30. bitsaayu - bitsayy'u
31. byitna'atl - byitnaa'al
32. byitwa'afu - byitwaa'afu
33. mttabbil - mttaabîl
34. mttkaatbe - mttkaatbe
35. tkaamalat - tkaamalat
36. tsahaalu - tsahhalu
37. byitfaahamu - byitfaahamu
38. byitbaahal - byitbaahal
t39. tajawwuz - tajawwuz
40. tasaayu - tasayyu

*/e/ in word-final position is similar to the English vowel sound of 'bay', 'bait', 'bale', etc.
K.12 DISCRIMINATION DRILL: Long consonants versus long vowels; 'same' or 'different'? [On tape]

K.13 RECOGNITION DRILL: Do the following words contain a long consonant or a long vowel? [On tape]

K.14 DICTATION DRILL. [On tape]

1. mit?akkid  
2. bisammu  
3. naayim  
4. batmanna  
5. saawu  
6. mkaašif  
7. bitbaadir  
8. saaba?at  
9. byit?ammalu  
10. baadalulu  
11. mšammis  
12. kaatib  
13. biraaslu  
14. batzakkar  
15. mitmeyyiz

K.15 MIMICRY DRILL: Long consonants versus long vowels. [On tape]
K.16 FAMILIARIZATION DRILL: Review; no length versus consonant length versus vowel length. [On tape]

1. jabar - jabbar - jaabar
2. tabal - tabbal - taabal
3. jalad - jallad - jaalad
4. badal - baddal - baadal
5. na?al - na??al - naa?al
6. kattab - kaatab - katab
7. sabba?- saaba? - saba?

9. jaddal - jaadal - jadal
11. Šahar - šahar - šahhar
13. naa?ar - na?ar - na??ar
14. laaha - laha - lahha
15. naaja - naja - najja

K.17 MIMICRY DRILL: No length versus consonant length versus vowel length.

[On tape]

*** PLEASE STOP THE TAPE ***

L. Syllables; stress; more on long consonants and long vowels.

It is necessary at this point to introduce certain information about syllables and stress inasmuch as it is difficult (virtually impossible) to obtain pairs of words which exhibit contrasts between the short and long and /i/ which do not, simultaneously, exhibit shifts in the position of the stress.
In the middle of a word, i.e., word-medially, syllables will normally begin with one consonant, as can be seen in the following examples:

maktab : mák - tab
maktabe : mák - ta - be
katbat : kát - bat
katabu : ká - ta - bu
katab : ká - tab
baktub : bák - tub
liktaab : lik - tāab
kaatib : kāa - tib

Word-initially, however, syllables not infrequently begin with two consonants, and occasionally (where the middle consonant is a /t/) with three, as in the following examples:

Two: ktaab
    jdiid
    byuktub
    btudrus
    ntabah
    štarak
    mnišrab

Three: striiH
        stfiidu
On the basis of the above, divide the following words into their constituent syllables on the analogy of the example:

Example: n a z | z a l | n i

1. b y i t k a m m a l u
2. n t a b a h t
3. b a ? a r n a
4. b i s a a f r u
5. m ? a t t i l
6. b i j a d d l u
7. m i t f a h h m e
8. š t a r e e t h a
9. m a k a a t i b
10. m d a h h a š
11. n a ? ? a š t u
12. š a h r a t
13. b y u h r u b
14. t a r b i y e
15. b y i t n a ? ? a l
16. m s a l l m i n
17. b i š u u f u u n i
18. ? a k a l t
19. b y i k r a h u
20. b i t f a ? ? r u

The syllable in any given word that receives the stress, i.e., that is pronounced the loudest, is generally predictable in terms of the consonant-vowel sequences within the word. To find the stressed syllable, follow these steps:
a. Find the long vowel (-VV-) or 'vowel-consonant-consonant' (-VCC-) sequence nearest the end of the word. If such exists, that vowel receives the stress. Note that, as formulated, this latter sequence will cross syllable boundaries. Examples:

- VCC-  
  سَّلَت  
  رَاّلَت  
  بِيْتِيْلَوَّاز
  ساَلَت  
  رَاّلَس  
  بِتَلِيْم
  ساَلَتي  
  رَاّلَتْس  
  بِسَلِيْمِل

- VV-  
  سَآَبَا  
  بِيْكَاسُفَو
  مَكَآَبِر  
  مَكْتُوب
  دَآَرَسُع  
  كَتَابُو

b. If there are no long vowels or -VCC- sequences, then the stress falls on the first syllable of the word, provided there are no more than three syllables; if there are more than three syllables, the stress occurs on the third syllable from the end of the word. Examples: سَآَلَو  
  سَأَرَت  
  مَلِك
On the basis of the above examples, underline the long vowels or -VCC- sequences if such occur, and mark the stress in the above examples. Do the same for the following words.

1. bitnaazlu 8. biʔazzru 15. bitraaslu
2. mjallde 9. byirhab 16. mitʔakkid
3. tkammalu 10. ʔaafhum 17. jallid
4. tkammaltu 11. harbat 18. msaafir
5. katabu 12. ʔaalbil 19. naʔaš
6. ʔaalatli 13. tabaadul 20. bijaabir
7. hajjamna 14. mʔaatale

*** PLEASE START THE TAPE HERE ***

L.1 READING DRILL: Word stress. Read the above words, being careful to stress them as you have marked them; your reading will be confirmed, or corrected, on the tape, with a space immediately following for mimicry.

[On tape]
L.2 FAMILIARIZATION DRILL: /uu/ versus /u/ and /ii/ versus /i/; note the shift in stress, which can be explained in terms of the above exercises.

[On tape]

1. sá'alu - sa'alúu-ha  
2. vátalúu - vatalúu-ha  
3. kábasu - kabasúu-hum  
4. dáhašu - dahašúu-na  
5. ?alábtu - ?alabtúu-hum  
6. kasártu - kasartúu-ha  
7. kamáštu - kamaštúu-hum  
8. jabárti - jabarti-ni  
9. na?álti - na?altíi-hum  
10. našárti - našartíi-ha

L.3 READING DRILL: Read the above pairs of words, being careful to maintain both the correct stress and long vowels where appropriate; your reading will be confirmed, or corrected, on the tape, with a space immediately following for repetition. [On tape]
L.4 FAMILIARIZATION DRILL: /uu/ and /ii/ without contrasts; note the placement of stress in these words. [On tape]

1. bikuun 11. mas'uuul 21. libyuut
2. biduuur 12. ma'tuuul 22. mluuuk
3. bisuu? 13. makbuus 23. li'ruus
4. bi'uuudu 14. ma'luub 24. jhuud
5. bisuufu 15. manshuur 25. kfuuf
6. biziidu 16. mrakkziin 26. 'ariib
7. bitjiib 17. msakkrin 27. likbiir
8. bitshiil 18. darastiilo 28. safiine
9. bitziilu 19. byistafiidu 29. 'aliil
10. bitriidu 20. 'aabliin 30. makatiib

L.5 READING DRILL: Read the above words, being careful to maintain both the correct stress and long vowels where appropriate; your reading will be confirmed, or corrected, on the tape, with a space immediately following for repetition. [On tape]

L.6 DICTATION DRILL. [On tape]

1. byibniilak 6. bitzuuru 11. byijliilo
2. bi'uuulu 7. jdiid 12. majbuur
3. bit'iiis 8. maksuur 13. nsiithum
4. rasuul 9. madiine 14. binfuuuz
5. sabiil 10. byuu'af 15. byi'ruuha
A further problem that often crops up is the combination of a long consonant followed by a (stressed) long vowel. Americans will normally tend to shorten the long consonant in this combination.

L.7 FAMILIARIZATION DRILL: 'Long consonant + long (stressed) vowel' versus 'short consonant + long (stressed) vowel'. [On tape]

1. najjéet - najéet
2. baddúuha - badúuha
3. ša?áak - ša?áak
4. haddúuha - hadúuha
5. jaléena - jalléena
6. labáani - laháani
7. hajúuha - hajjúuha
8. šakéena - šakkéena

L.8 DISCRIMINATION DRILL: 'Long consonant + long (stressed) vowel' versus 'short consonant + long (stressed) vowel'; 'same' or 'different'? [On tape]

L.9 RECOGNITION DRILL: Do the following words contain a long consonant or a short consonant immediately preceding the stressed vowel? [On tape]
L,10 DICTATION DRILL. [On tape]

1. samméetak
2. ṭaddéesh
3. rassám
4. tammúura
5. sikkín
6. kubbáaye
7. waqqáaf
8. bawwáab
9. durráa?
10. tujjáar
11. bakkíir
12. kuttáab
13. rabbéetu
14. waddúuha
15. rabbúuni

L,11 MIMICKY DRILL: Long consonant + long (stressed) vowel; no contrasts.

[On tape]

*** PLEASE STOP THE TAPE ***

In the following words, the initial consonant of the word may be lengthened or not (these words are nouns, and the lengthened initial consonant here indicates the definite article 'the'). There may be difficulty in hearing this lengthened consonant, and sometimes a short i vowel is added at the beginning of the word. In spite of any problems in hearing these contrasts, they are extremely important.

*** PLEASE START THE TAPE HERE ***
L.12 FAMILIARIZATION DRILL: Long consonant versus short consonant in word-initial position. [On tape]

1. ttarjame - tarjame 11. jjaaj - jaaj 21. ssukkaan - sukaan
2. ttarbiye - tarbiye 12. jjiiraan - jiiraan 22. ssafiir - safiir
5. ddinya - dinya 15. nnuur - nuur 25. ššaraf - šaraf
7. zeet - zzeet 17. nabi - nnabi 27. šoob - ššoob
9. zibde - zzbde 19. lliista - lliista 29. ruusi - rruusi
10. jawaab - jjawaab 20. leele - lleele 30. rutbe - rtlbe

L.13 DISCRIMINATION DRILL: Long consonant versus short consonant in word-initial position; 'same' or 'different'? [On tape]

L.14 RECOGNITION DRILL: Do the following words contain a long consonant or a short consonant in word-initial position? [On tape]

L.15 MIMICRY DRILL: Long consonant versus short consonant in word-initial position. [On tape]

*** PLEASE STOP THE TAPE ***
The Levantine Arabic /k/ is like the American English /k/ (as was noted in Section A) and thus poses no problem. The Levantine Arabic /x/ is different, but relatively easy to learn and master with a little practice. Try clearing your throat to spit! Though indelicate by American standards, the sound is as simple as that! What you are doing is making a 'k' sound (where the back of your throat stops the air from getting through), and moving your tongue down just a little bit in order to let the air pass through and cause the characteristic 'scraping' or 'rasping' quality of the /x/.

*** PLEASE START THE TAPE HERE ***
M.1 FAMILIARIZATION DRILL: /x/ versus /k/. [On tape]

1. xatam - katam
2. xadaš - kadaš
3. xadam - kadam
4. xaram - karam
5. xasaf - kasaf
6. kafat - xafat
7. kafar - xafar
8. kamaš - xamaš
9. kimil - ximil
10. šakar - šaxar
11. maxaz - makaz
12. naxar - nakar
13. sabax - sabak
14. salax - salak
15. malax - malak
16. byiktim - byixtim
17. byikdiš - byixdiš
18. byikrim - byixrim
19. byiksif - byixsif
20. byikfit - byixfit
21. byuxfur - byukfur
22. byixmiš - byikmiš
23. byixmal - byikmal
24. byušxur - byuškur
25. byunxuz - byunkuz
26. byunkur - byunxur
27. kalkal - xalxal
28. tkalkal - txalxal
29. taktak - taktax
30. bitaktik - bitartik

M.2 DISCRIMINATION DRILL: /x/ versus /k/; 'same' or 'different'? [On tape]

M.3 RECOGNITION DRILL: Do the following contain a /x/ or a /k/? [On tape]

M.4 DICTATION DRILL. [On tape]

1. naxar
2. byixmal
3. byuškur
4. naaxir
5. kamaš
6. byixfit
7. maxaz
8. bitaxtix
9. xatamu
10. byikdiš
11. xadaš
12. byixsif
13. kasaf
14. byixmiš
15. bixalxil
M.5 MIMICRY DRILL: /x/. [On tape]

M.6 MIMICRY DRILL: /x/ versus /k/. [On tape]

As with previously noted consonants, /x/ may occur as a 'long consonant' also, as is noted in the following drills.

M.7 FAMILIARIZATION DRILL: Long /x/ versus short /x/. [On tape]
1. daxxal - daxal
2. raxxam - raxam
3. saxxar - saxar
4. saxan - saaxan
5. daxan - daxxan
6. naxa - naxxa

M.8 DISCRIMINATION DRILL: Long /x/ versus short /x/; 'same' or 'different'? [On tape]

M.9 RECOGNITION DRILL: Do the following contain a long /x/ or a short /x/? [On tape]
LEVANTINE ARABIC

M. 10 DICTATION DRILL. [On tape]

1. daxal  
2. baxzar  
3. raxamna  
4. faxxamu  
5. saxxartu  
6. naxsat  
7. 'axxart  
8. daxxant  
9. saxanti  
10. 'axadu

M. 11 MIMICRY DRILL: Long /x/ versus short /x/. [On tape]

*** PLEASE STOP THE TAPE ***

<table>
<thead>
<tr>
<th>N.</th>
<th>Symbol</th>
<th>Stands for a sound like</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td>Strongly whispered 'h'</td>
<td>Voiceless pharyngeal fricative</td>
</tr>
</tbody>
</table>

The Levantine Arabic /H/, for all the trouble it has caused Americans, is in reality fairly simple, though it will take practice to bring it under control. Try whispering 'Hey you!'; repeat this, whispering it as loud as you can. Do this again a couple of times; then say only the first word, elongating the initial 'h' sound, 'Hhhhhhhheeeey'. Repeat this, pushing the sound further back in your throat. This is the sound you want—you should be able to feel the muscles in your throat get very tense when you make this sound. Try saying the following English words with this 'H': 'Ha', 'He', 'How', 'Hit', 'Hoot'. Practice this /H/ in the following nonsense
**PRONUNCIATION**

**syllables:**

Ha Ha Ha  aH aH aH  aHa aHa aHa  ('a' as in 'cast')

Hi Hi Hi  iH iH iH  iHi iHi iHi  ('i' as in 'hit')

Hu Hu Hu  uH uH uH  uHu uHu uHu  ('u' as in 'Luke')

Continue this type of practice, substituting the vowel sounds of words like 'beat', 'bait', 'cot', 'caught', 'coat', 'cook'. Do this on your own inasmuch as it will help in bringing this sound under control.

*** PLEASE START THE TAPE HERE ***
### M.1 FAMILIARIZATION DRILL: /H/ versus /x/. [On tape]

<table>
<thead>
<tr>
<th>1. Hibil</th>
<th>21. naHhal</th>
<th>41. biHaddir</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Hatam</td>
<td>22. ntaxHub</td>
<td>42. biHarrij</td>
</tr>
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<td>3. Haraj</td>
<td>23. ttaxHad</td>
<td>43. biHabbir</td>
</tr>
<tr>
<td>4. Haram</td>
<td>24. naHa</td>
<td>44. biHaalif</td>
</tr>
<tr>
<td>6. xili</td>
<td>26. nafax</td>
<td>46. txaLHal</td>
</tr>
<tr>
<td>7. xala?</td>
<td>27. baax</td>
<td>47. tbaHbaH</td>
</tr>
<tr>
<td>8. xabb</td>
<td>28. masaL</td>
<td>48. bixaLxil</td>
</tr>
<tr>
<td>9. xallaf</td>
<td>29. saaH</td>
<td>49. byitbxabx</td>
</tr>
<tr>
<td>10. xammus</td>
<td>30. byixbal</td>
<td>50. byitxaLxal</td>
</tr>
<tr>
<td>11. Halla</td>
<td>31. byiHtim</td>
<td></td>
</tr>
<tr>
<td>12. Haddar</td>
<td>32. byuHrum</td>
<td></td>
</tr>
<tr>
<td>13. Harraj</td>
<td>33. byiHlif</td>
<td></td>
</tr>
<tr>
<td>14. Habbar</td>
<td>34. byiHmil</td>
<td></td>
</tr>
<tr>
<td>15. Haalaf</td>
<td>35. byiHHar</td>
<td></td>
</tr>
<tr>
<td>16. saxar</td>
<td>36. byusxun</td>
<td></td>
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<td>17. saxan</td>
<td>37. byikmax</td>
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<td>18. zaxam</td>
<td>38. bixaLlif</td>
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<td>39. bixammis</td>
<td></td>
</tr>
<tr>
<td>20. naxar</td>
<td>40. bixaLli</td>
<td></td>
</tr>
</tbody>
</table>

### M.2 DISCRIMINATION DRILL: /H/ versus /x/; 'same' or 'different'? [On tape]
N.3 RECOGNITION DRILL: Do the following contain a /H/ or a /x/?  [On tape]

N.4 DICTATION DRILL.  [On tape]

1. masaH
2. zaHam
3. nafax
4. xallaf
5. biHammis
6. kamaHnu
7. xabbarna
8. byuHrum
9. Harajt
10. ntaxab
11. biHaddru
12. byiHxim
13. naHaltu
14. Hallu
15. byiHbalu

N.5 MIMICRY DRILL: /H/.  [On tape]

N.6 MIMICRY DRILL: /H/ versus /x/.  [On tape]

As with the /x/ and all previously learned consonants, the /H/ also occurs long or doubled, as is seen in the following drills.

N.7 FAMILIARIZATION DRILL: Long /H/ versus short /H/.  [On tape]

1. raHHal - raHal
2. saHHa? - saHa?
3. maHHa - maHa
4. saHar - saHHar
5. raHam - raHHam
6. naHa - naHHa
N.8 DISCRIMINATION DRILL: Long /H/ versus short /H/; 'same' or 'different'?  
[On tape]

N.9 RECOGNITION DRILL: Do the following contain a long /H/ or a short /H/?  
[On tape]

N.10 DICTATION DRILL. [On tape]

1. baHHar
2. laHas
3. raHHabu
4. faHHamt
5. kaHHalt
6. maHa*ti
7. naHHastu
8. raHHamt
9. naHHheena

N.11 MIMICRY DRILL: Long /H/ versus short /H/. [On tape]

N.12 MIMICRY DRILL: Long /H/ versus long /x/. [On tape]

*** PLEASE STOP THE TAPE ***
The contrast between the /H/ and /h/ is somewhat subtle, though important. You may have to repeat the Familiarization Drill N.13 several times.

*** PLEASE START THE TAPE HERE ***

N.13 FAMILIARIZATION DRILL: /H/ versus /h/. [On tape]

2. Hadaj - hadaj   17. mahan - maHan   32. byihzim - byihzim
3. Hadar - hadar   18. rahab - raHab   33. byihKem - byihKem
4. Haras - haras   19. zahaf - zaHaf   34. byihMil - byihMil
5. Hazar - hazar   20. mahak - maHak   35. byihjiH - byihjiH
6. hazam - Hazam   21. safaH - safah   36. byizhar - byizHar
7. hašam - Hašam   22. nabaH - nabah   37. byikhil - byikHil
8. hemal - Hemal   23. nazah - nazah   38. byilhid - byilHid
11. jaHad - jahad   26. haham - Haham   41. byimhin - byimhin
12. zaHar - zahar   27. byuhjur - byuhJur  42. byisfaH - byisfaH
13. kaHal - kahal   28. byuhduj - byuhDuj  43. biHahMim - bihalhil
14. laHad - lahad   29. byuhdur - byuhDur  44. biHahMim - bihamhim
15. laHam - laham   30. byuhrus - byuHRus

N.14 DISCRIMINATION DRILL: /H/ versus /h/; 'same' or 'different'? [On tape]

- 61 -
N.15 RECOGNITION DRILL: Do the following contain a /H/ (i.e., 'big H') or a /h/ (i.e., 'little h')? [On tape]

N.16 DICTATION DRILL. [On tape]
1. laHam
2. byuhrus
3. biHalHil
4. zaHarna
5. byuHjur
6. byisfaHu
7. habbeet
8. šaariH
9. byilHim
10. Hazamtu
11. safahna
12. byizharu
13. Hadar
14. raHابت
15. byihšim

N.17 MIMICRY DRILL: /H/ versus /h/. [On tape]

*** PLEASE STOP THE TAPE ***
The /\9/ (pronounced 9ayn by the Arabs) is the voiced counterpart of the /\H/. In both of these sounds the muscles in the throat become very tense and the passageway at the back of the throat becomes constricted. The /\9/ thus comes out with a distinctly strangled quality! Try the following in order to produce this sound:

(1) Make a /\H/ and add voicing;*

(2) Say the vowel sounds in the words 'cat', 'cot', 'caught'; repeat without pausing (you will feel the vowel being made progressively further back in the mouth); repeat again, but this time push the vowel sound further back down in your mouth until your voice cracks;

(3) Take a spoon, or something with a handle, and press the back of your tongue down and back (as in the doctor's office), and say 'aaaaaaahhh'; repeat, moving the back of your tongue backwards and forwards with the handle.

*The following voiced-voiceless exercises with your tutor or linguist may be a helpful prelude:

\[\begin{array}{ccc}
\text{SSSSS-JJJJJ} & \text{JJJJ-JSSSS} & \text{JJJ-JSSS-JJJ-JSS}
\\
\text{SSSSS-ZZZZZ} & \text{ZZZZZ-SSSSS} & \text{ZZZ-SSSS-ZZZ-SSS}
\\
\text{FFFFF-VVVVV} & \text{VVVV-VFFFF} & \text{VVF-VVVF-VVF}
\\
\text{EEEEEEE-55555} & \text{55556-EEE} & \text{555-EEE-555-EEE}
\\
\text{HHHHH-AAAAA} & \text{AAAAA-HHHHH} & \text{AAA-HHH-AAA-HHH}
\\
\text{HHHHHH-99999} & \text{99999-HHHHH} & \text{999-HHH-999-HHH}
\end{array}\]
Practice this sound in the following nonsense syllables:

\[ a9 a9 a9 \quad a9a a9a a9a \quad 9a 9a 9a \quad ('a' as in 'cat') \]

Much more difficult, but helpful, try to substitute the vowel sound of 'beat' in the above syllables; repeat, but using the vowel sound of 'Luke'.

The strangled quality of the /9/, it will be noted, will characteristic-
ally tend to smear into the adjacent vowel sounds. If the /9/ is made correctly, this smearing will take place more or less naturally.

*** PLEASE START THE TAPE HERE ***
**0.1 FAMILIARIZATION DRILL: /g/ versus /h/ [On tape]**

1. '9abas - Habs 16. zaHāl - za9al 31. byi9ma - byiHma
2. '9ajaz - Najajz 17. zaHām - za9am 32. byi9ni - byiHni
3. '9azam - Hazam 18. saHar - sa9ar 33. byi9di - byiHdi
4. '9afar - Hafar 19. šaHāb - ša9ab 34. byi9lif - byiHlif
5. 9imi - Himi 20. nazaH - naza9 35. byi9wi - byiHwi
6. Hana - 9ana 21. 9ara9 - 9araH 36. byidHar - byid9ar
7. Hada - 9ada 22. šara9 - šaraH 37. byižHam - byiž9am
8. Haraj - 9araj 23. bara9 - baraH 38. byisHar - byis9ar
9. Ha'ar - 9a'ar 24. naba9 - nabaH 39. byišHab - byiš9ab
12. 9imil - Himil 27. zaHzaH - za9za9 42. byišra9 - byišraH
13. 9awa - Hawa 28. byiHbis - byi9bis 43. byibra9 - byibraH
14. 9a'ad - Ha'ad 29. byiHzi9m - byi9zi9m 44. byinba9 - byinbaH
15. da9ar - daHar 30. byuHfur - byu9fur 45. byinza9 - byinzaH

**0.2 DISCRIMINATION DRILL: /g/ versus /h/; 'same' or 'different'? [On tape]**

**0.3 RECOGNITION DRILL: Do the following contain an /g/ or a /h/? [On tape]**
0.4 DICTATION DRILL. [On tape]

1. za9al
2. bar9tu
3. byidHaru
4. byu9fur
5. 9abasu

6. da9arna
7. Haweetu
8. byi9bis
9. ?ara9
10. 9imil

11. saaHir
12. byibra9
13. ſa9abu
14. mašruu9
15. ra9ra9

0.5 MIMICRY DRILL: /9/. [On tape]

0.6 MIMICRY DRILL: /9/ versus /r/. [On tape]

*** PLEASE STOP THE TAPE ***

The /9/ is sometimes confused with the /r/ by Americans. The following set of drills is designed to clarify the contrast between these two sounds as well as give further practice with the /9/.

*** PLEASE START THE TAPE HERE ***

- 66 -
0.7 FAMILIARIZATION DRILL: /9/ versus /r/. [On tape]

1. ba9ad - barad
2. ti9ib - tirib
3. da9as - daras
4. ši9ib - širib
5. za9ar - zara?
6. raba? - 9aba?
7. rajal - 9ajal
8. rakam - 9akam
9. radal - 9adal
10. rata - 9ata
11. 9abba - rabba
12. 9attab - rattab
13. 9a?am - ra?am
14. 9amma? - ramma?
15. 9ajjal - rajjal
16. badar - bada9
17. dafar - dafa9
18. damar - dama9
19. nabar - naba9
20. na?ar - na?a9
21. šamma9 - šammar
22. bašša9 - bašsar
23. naffa9 - naffar
24. jamma9 - jammar
25. naafa9 - naafar
26. jarjar - ja9ja9
27. zarzar - za9za9
28. birabbi - bi9abbi
29. birattib - bi9attib
30. birajjil - bi9ajjil
31. byi9jib - byirjib
32. byu9kum - byurkum
33. byi9dil - byirdil
34. byi9zi? - byirzi?
35. byista9jil - byistarjil
36. byišrab - byiš9ab
37. byizra? - byiž9a?
38. bišabbir - bišabbî9
39. bisajjir - bisajjî9
40. binaafir - binaafî9
41. bibašši9 - bibaššir
42. byitnawwa9 - byitnawwar
43. byistabši9 - byistabšîr
44. bija9ji9 - bijarjir
45. biza9zi9 - bizarzir

0.8 DISCRIMINATION DRILL: /9/ versus /r/; 'same' or 'different'? [On tape]

0.9 RECOGNITION DRILL: Do the following contain an /9/ or an /r/? [On tape]
0.10 DICTATION DRILL. [On tape]

1. sta3jalu  
2. stab3sar  
3. 9akkeet  
4. byu9bu?  
5. ra??adu

6. 9aa?id  
7. byizra?u  
8. byi9?ib  
9. bi9aa?ib  
10. byit9ammal

11. byirdil  
12. ra3adu  
13. byit9abu  
14. 9abbuuli  
15. byi9zi?

0.11 MIMICRY DRILL: /9/ versus /r/. [On tape]

*** PLEASE STOP THE TAPE ***

Another contrast which may cause some confusion is the contrast between the /9/ and the /r/. Note that there is a complete stoppage of breath and sound for the /r/, whereas the /9/ is continuous and characteristically marked by the 'strangled' quality noted previously (this 'strangled' quality is particularly noticeable as it smears over into the adjacent vowels; this is lacking with the /r/).

*** PLEASE START THE TAPE HERE ***
0.12 FAMILIARIZATION DRILL: /ə/ versus /ʔ/ in word-medial and word-final position. [On tape]

1. sa9al - saʔal
2. ja9ar - jaʔar
3. na9ab - naʔab
4. na9ar - naʔar
5. na9aš - naʔaš
6. naʔam - na9am
7. zaʔam - za9am
8. ntaʔaš - nta9aš
9. ntaʔal - nta9al
10. bada? - bada9
11. bara9 - baraʔ
12. raba9 - rabaʔ
13. rafa9 - rafaʔ
14. šara9 - šaraʔ
15. xala9 - xalaʔ
16. nazaʔ - naza9
17. nafaʔ - nafa9
18. saraʔ - sara9
19. naffaʔ - naffa9
20. šarraʔ - šarra9
21. ntaša9 - ntašaʔ
22. nta9a9 - nta9aʔ
23. rtafa9 - rtafaʔ
24. stanfa9 - stanfaʔ
25. trawwa9 - trawwaʔ
26. taʔtaʔ - ta9ta9
27. zaʔzaʔ - za9za9
28. raʔraʔ - ra9ra9
29. tʔabbad - t9abbad
30. tʔassaf - t9assaf
31. byiʔbid - byi9bid
32. byuʔbur - byu9bur
33. byiʔsa - byi9sa
34. biʔšar - bi9šar
35. biʔlim - bi9lim
36. byis9al - byisʔal
37. byid9ab - byidʔab
38. byin9im - byinʔim
39. byiz9im - byizʔim
40. byit9abbad - byitʔabbad
41. byitʔassaf - byit9assaf
42. bilaʔliʔ - bila9li9
43. bišaʔšiʔ - biša9ši9
44. bizaʔziʔ - biza9zi9
45. biraʔriʔ - bira9ri9

0.13 DISCRIMINATION DRILL: /ə/ versus /ʔ/ in word-medial and word-final position; 'same' or 'different'? [On tape]

0.14 RECOGNITION DRILL: Do the following contain an /ə/ or a /ʔ/? [On tape]
0.15 DICTATION DRILL. [On tape]

1. bi9immu  6. bitši119  11. stašraʔ
2. nabaʔna  7. zarag̪t  12. bi9alliʔ
3. ša9bat  8. bi9uum  13. bašra9
4. binajj9u  9. byiʔdim  14. stabʔu
5. fiʔrat  10. lu9na  15. byir9id

0.16 MIMICKY DRILL: /9/ versus /ʔ/ in word-medial and word-final positions.
[On tape]

*** PLEASE STOP THE TAPE ***

The /9/ and /ʔ/ are not infrequently confused in word-initial position. When listening carefully, however, you will again hear the 'strangled' quality of the /9/ which is lacking for the word-initial /ʔ/. You may find it necessary to repeat Drill 0.17 in order to be sure that you hear this contrast.

*** PLEASE START THE TAPE HERE ***
0.17 FAMILIARIZATION DRILL: /g/ versus /q/ in word-initial position.

[On tape]

1. 9abād - ʔabād
2. ʔammar - ʔammar
3. 9abar - ʔabar
4. 9aad - ʔaad
5. 9allam - ʔallam
6. ʔaam - 9am
7. ʔassaf - 9assaf
8. ʔilim - 9ilim
9. ʔazzar - 9azzar
10. ʔadd - 9add
11. 9abbād - ʔabbād
12. 9asar - ʔasar
13. 9ajjal - ʔajjal
14. 9abb - ʔabb
15. 9āsār - ʔāsār
16. ʔajj - 9ajj
17. ʔammam - 9ammam
18. ʔaṣṣar - 9aṣṣar
19. ʔamm - 9amm
20. ʔasā - 9asā
21. 9allab - ʔallab
22. 9assal - ʔassal
23. 9aṣṣar - ʔaṣṣar
24. 9tamar - ʔtamar

0.18 DISCRIMINATION DRILL: /g/ versus /q/ in word-initial position; 'same' or 'different'? [On tape]

0.19 RECOGNITION DRILL: Do the following contain an /g/ or a /q/ in word-initial position? [On tape]
0.20 DICTATION DRILL. [On tape]

1. ʔaasfe
2. ʔaamil
3. ʔaamir
4. ʔallmiha
5. ʔudna
6. ʔabbadu
7. ʔaʔsaraf
8. ʔammaru
9. ʔuulhum
10. ʔibrat
11. ʔimlu
12. ʔuuʔ
13. ʔiddu
14. ʔumtu
15. ʔillna

0.21 MIMICRY DRILL: /ʔ/ versus /ʕ/ in word-initial position. [On tape]

*** PLEASE STOP THE TAPE ***

Again, because of the vowel-like quality of the /ʔ/, there is sometimes confusion between /ʔ/ ∈ /ʕ/ and the combination of /ʔaʔ-/ in word-initial position. The following five drills concentrate on this problem. If the student has troubles with this contrast, it has been found useful to look at the initial syllables of the contrasting words, as in the first pair below, in which the contrast is between /ʔaʔ - tam/ and /ʔa - tam/. In the first word, there is the /a/ vowel which glides into the /ʔ/, whereas in the second the syllable begins with the /ʔ/ directly.

*** PLEASE START THE TAPE HERE ***
0.22 FAMILIARIZATION DRILL: /ʔa9-/ versus /ʔa9-/ in word-initial position.

[On tape]
1. ʔa9tam - 9atam  
2. ʔa9jab - 9ajab  
3. ʔa9jaz - 9ajaz  
4. ʔa9jam - 9ajam  
5. ʔa9add - 9add  
6. 9adal - ʔa9dal  
7. 9araj - ʔa9raj  
8. 9araʔ - ʔa9raʔ  
9. 9azz - ʔa9azz  
10. 9azal - ʔa9zal  
11. ʔa9ʕa - 9aʕa  
12. ʔa9aff - 9aff  
13. ʔa9ʔad - 9aʔad  
14. ʔa9laʔ - 9alaʔ  
15. ʔa9mad - 9aʔmad

0.23 DISCRIMINATION DRILL: /ʔa9-/ versus /ʔa9-/ in word-initial position; 'same' or 'different'?  [On tape]

0.24 RECOGNITION DRILL: Do the following contain /ʔa9-/ or /ʔa9-/ in word-initial position?  [On tape]

0.25 DICTATION DRILL.  [On tape]

1. ʔa9zal  
2. 9add  
3. ʔa9azz  
4. ʔa9raʔ  
5. 9ajaz  
6. 9ajam  
7. ʔa9ʕaʔ  
8. ʔa9mad  
9. 9ajab  
10. ʔa9ʔad
0.26 MIMICRY DRILL: /ʔa-/ versus /9-/ in word-initial position. [On tape]

*** PLEASE STOP THE TAPE ***

Also related to the problem of the vowel-like characteristics of the /9/ is the contrast between a 'vowel + /9/' versus 'vowel only' in word-final position. Drills 0.27 through 0.31 drill this contrast.

*** PLEASE START THE TAPE HERE ***

0.27 FAMILIARIZATION DRILL: 'Vowel + /9/' versus 'vowel only' in word-final position. [On tape]

1. bara9 - bara
2. bada9 - bada
3. jara9 - jara
4. dafa9 - dafa
5. riji9 - riji
6. rafa - rafa9
7. šafa - šafa9
8. šara - šara9
9. naza - naza9
10. nafa - nafa9
11. zara9 - zara
12. sara9 - sara
13. saʔa9 - saʔa
14. baʔa9 - baʔa
15. badda9 - badda
16. bijari - bijarr19
17. bidalli - bidall19
18. bidarri - bidarr19
19. birabbi - birabb19
20. bišarri - bišarr19
21. bišajji9 - bišajji
22. birawwi9 - birawwi
23. bisammi9 - bisammi
24. biwaddi9 - biwaddi
25. byitšajja9 - byitšajja
26. trajja - trajja9
27. tsamma - tsamma9
28. tsaama - tsaama9
29. štara - štara9
30. stanfa - stanfa9
0.28 DISCRIMINATION DRILL: 'Vowel + /9/' versus 'vowel only' in word-final position; 'same' or 'different'? [On tape]

0.29 RECOGNITION DRILL: Do the following contain 'vowel + /9/' or 'vowel only' in word-final position? [On tape]

0.30 DICTATION DRILL. [On tape]

1. raaji9  
2. naazi  
3. byidfa9  
4. nafa  
5. jara9  
6. byizra9  
7. bibaddi9  
8. mba??i  
9. birabbia9  
10. darra9  
11. mšajji9  
12. štara  
13. bisammi  
14. byitrajjia9  
15. bitwaddi9

0.31 MIMICRY DRILL: 'Vowel + /9/' versus 'vowel only' in word-final position. [On tape]

*** PLEASE STOP THE TAPE ***

<table>
<thead>
<tr>
<th>P. Symbol</th>
<th>Stands for a sound like</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>γ</td>
<td>the way some people gargle; or /x/ with voicing added</td>
<td>Voiced velar fricative</td>
</tr>
</tbody>
</table>
The /γ/ (Arabic رَّاءُن) is made with the tongue in virtually the same position as the /x/, the only difference being that 'voicing' is added. Note that some people use this sound when gargling (though others do not; check with your tutor to make sure that you are producing the proper sound).

Again, the following voiceless-voiced drills may be of value initially:

\[
\begin{align*}
\text{سسسس-جججج} & \quad \text{jجججج-سسسس} & \quad \text{jجج-سس-ججج-سس} \\
\text{سسسس-زززز} & \quad \text{زززز-سسسس} & \quad \text{ززز-سس-ززز-سس} \\
\text{فففف-فففف} & \quad \text{فففف-فففف} & \quad \text{ففف-ففف-ففف-ففف} \\
\text{هههه-هههه} & \quad \text{هههه-هههه} & \quad \text{ههه-ههه-ههه-ههه} \\
\text{حححح-اااا} & \quad \text{اااا-حححح} & \quad \text{ااا-ححح-ااا-ححح} \\
\text{っております-حححح} & \quad \text{حححح-готов} & \quad \text{ готов-готов-готов-готов}
\end{align*}
\]

Also practice this sound in the following frames:

\[
\begin{align*}
\text{رررر-ااا} & \quad \text{ااا-رررر} & \quad \text{ااا-ررر-ااا-رررر}
\end{align*}
\]

Repeat this, using the vowel sounds of the words 'beat', 'bit', 'bat', 'cot', 'cute', 'book', 'boat'.

The Arabic /γ/ is not the American 'g' sound of 'got'. The 'g' sound stops the air from getting through, but with the /γ/, the tongue is moved down slightly and a small stream of air passes through continuously (the difference between the 'g' and the /γ/ is parallel to the difference between the /k/ and the /x/). The first set of contrasts illustrates this difference.

*** PLEASE START THE TAPE HERE ***
P.1 FAMILIARIZATION DRILL: Arabic /γ/ versus American /ɡ/.  [On tape]

1. γαμαδ  
2. γαλα  
3. γισι  
4. γαφαρ  
5. γαλλαφ  
6. ʂαγαλ  
7. ʂαγα  
8. ʂαγραβ  
9. ʂυγγβυρ  
10. ʂυγγβατ  
11. ʂαραγ  
12. ʂαβαγ  
13. ʂαλλαγ  
14. ʂυιφραγ  
15. ʂαγλαγ  

P.2 DISCRIMINATION DRILL: Arabic /γ/ versus American /ɡ/; 'same' or 'different'?  [On tape]

P.3 RECOGNITION DRILL: Do the following contain an Arabic /γ/ or an American /ɡ/?  [On tape]

P.4 MIMICRY DRILL: Arabic /γ/.  [On tape]

*** PLEASE STOP THE TAPE ***

Once the basic idea of the /γ/ is grasped by Americans, there is often a persistent tendency to devoice it, leaving the /x/. Thus this contrast is given next, with the caution to the students that they will have to pay
particular attention to making and maintaining this voiced-voiceless contrast.

*** PLEASE START THE TAPE HERE ***

P.5 FAMILIARIZATION DRILL: /γ/ versus /x/. [On tape]

1. γamad - xamad  11. biγallif - bixallif  21. γayal - xalxal
2. γala - xala    12. biγayyim - bixayyim  22. γaryar - xarxar
3. γiši - xiši    13. biγayyir - bixayyir  23. biγaylil - bixalxil
4. γafar - xafar  14. biγalli - bixalli   24. biγaryir - bixarxir
5. γabb - xabb    15. biγarrib - bixarrib
6. xaar - yaar    16. byixmid - byiγmid
7. xaff - yaff    17. byixla - byiγla
8. xaab - yaab    18. byuxfur - byuγfur
9. xarr - yarr    19. byixlib - byiγlib
10. xabbar - yabbar 20. bixubb - biγubb

P.6 DISCRIMINATION DRILL: /γ/ versus /x/; 'same' or 'different'? [On tape]

P.7 RECOGNITION DRILL: Do the following contain a /γ/ or a /x/? [On tape]
PRONUNCIATION

P.8 DICTATION DRILL: [On tape]

1. γaamid  
2. mxarrij  
3. mayfuur  
4. byixtim  
5. γaayir  
6. γaleet  
7. biγarrbu  
8. bixubbu  
9. γaffat  
10. biγarri?  
11. xarxaru  
12. γišu  
13. γarreena  
14. γayyirha  
15. byixmid

P.9 MIMICKY DRILL: /γ/. [On tape]

P.10 MIMICKY DRILL: /γ/ versus /x/. [On tape]

*** PLEASE STOP THE TAPE ***

At times Americans have shown some confusion between the /γ/ and the /r/. These are quite distinct sounds, and the following drills will emphasize this. Note that the /γ/ has no lip-rounding and the tongue does not curl back.

*** PLEASE START THE TAPE HERE ***
P.11 FAMILIARIZATION DRILL: /ɣ/ versus /r/. [On tape]

1. yasal - rasal  
2. yafal - rafal  
3. yamad - ramad  
4. yamaz - ramaz  
5. yamas - ramas  
6. raʃš - yaʃš  
7. rabb - raʃb  
8. rammad - raʃmad  
9. raʃb - raʃb  
10. rawa - raʃa  
11. byiʃmid - byirmid  
12. byiʃsil - byirsil  
13. byiʃmiz - byirmiz  
14. byiʃmis - byirmis  
15. biʃuʃš - biruʃš  
16. biʃuʃbb - biruʃbb  
17. biʃammad - biyammad  
18. byiʃfil - byiʃfil  
19. byiʃwi - byiʃwi  
20. biʃiʃb - biyirib  
21. yara - raʃa  
22. yamyam - raʃram  
23. yarʃar - raʃraf  
24. yarrab - raʃrab  
25. yarraf - raʃraf  
26. byiʃgi - byiʃgi  
27. biʃammim - biyammim  
28. biʃayry - biyary  
29. biʃarrib - biyarrrib  
30. biʃary - biyary

P.12 DISCRIMINATION DRILL: /ɣ/ versus /r/: 'same' or 'different'? [On tape]

P.13 RECOGNITION DRILL: Do the following contain a /ɣ/ or an /r/? [On tape]

P.14 DICTATION DRILL. [On tape]

1. byiʃmiʃ  
2. širbat  
3. yamis  
4. raʃtabat  
5. biʃallu  
6. raʃyib  
7. byiʃfil  
8. raʃyabu  
9. byudrus  
10. miʃammim  
11. biʃabbu  
12. byuʃrub  
13. raʃyarat  
14. baʃlib  
15. biʃary  

- 80 -
P.15 MIMICRY DRILL: /γ/ versus /r/. [On tape]

It is not too often that there is any serious confusion between the /γ/ and the /r/, but nevertheless the following are included.

P.16 FAMILIARIZATION DRILL: /γ/ versus /r/. [On tape]

1. γazal - 9azal 11. nabaγ - naba9 21. byifrαγ - byifra9
2. γamad - 9amad 12. raγ - ra9 22. biruμγ - biruu9
3. γamar - 9amar 13. ballaγ - balla9 23. rαγraγ - ra9ra9
4. γafar - 9afar 14. byiγziλ - byi9ziλ 24. zaγzaγ - za9za9
5. ṣavar - ṣa9ar 15. byiγmid - byi9mid 25. laγlaγ - la9la9
6. 9avαl - 9avαl 16. byu9bur - byuγbur
7. ba9at - bayat 17. byu9fur - byuγfur
8. ra9a - rαγa 18. byu99ur - byuγγur
9. sta9rab - stαγrab 19. byi99il - byi9γil
10. fara9 - farαγ 20. byib9at - byibγat

P.17 DISCRIMINATION DRILL: /γ/ versus /r/; 'same' or 'different'? [On tape]

P.18. RECOGNITION DRILL: Do the following contain a /γ/ or an /r/? [On tape]
P.19 DICTATION DRILL. [On tape]

1. mballiγ 6. faariγ 11. mayluub
2. byusγur 7. biγasslu 12. yaa3la
3. rayeetu 8. mrarγib 13. byifarγu
4. yazlat 9. fara9na 14. ba9atuulak
5. mista9rib 10. ruγt 15. birayriγ

P.20 MIMICRY DRILL: /γ/ versus /9/. [On tape]

*** PLEASE STOP THE TAPE ***

<table>
<thead>
<tr>
<th>Q.</th>
<th>Symbol</th>
<th>Stands for a sound like</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>q</td>
<td>'k' sound in 'caught' but further back in the throat</td>
<td>Voiceless uvular stop</td>
<td></td>
</tr>
</tbody>
</table>

The /q/ is primarily a sound borrowed from Classical Arabic in the dialect being studied, and it will generally show up as a glottal stop in this dialect. In other dialects, however, it may appear as a /g/ (as in the Persian Gulf area) or as a /q/ (as among the Druze in parts of Lebanon and Syria).

To make this sound, push the 'k' sound back in your throat and you will make it with little difficulty (if there is any problem, try saying the
words 'kit', 'cut', 'caught' -- you should be able to feel the point of contact between your tongue and the top of your mouth moving back; all you have to do is push this point of contact a little further back. You will notice in a number of examples on the tape that the /q/ has a distinctive 'pop' to it, especially when followed by a vowel or at the end of a word. Some people say that this sound resembles the sound of liquid being poured from a bottle. You will also notice that it tends to influence the adjacent vowels, especially the /a/.

*** PLEASE START THE TAPE HERE ***

Q.1 FAMILIARIZATION DRILL: /q/ versus /k/. [On tape]

1. qabar - kabar          11. naqab - nakab           21. fataq - fatak
2. qabas - kabas          12. naqal - nakal           22. bigabbil - bikabbil
3. qabal - kabal          13. baqar - bakar           23. bigattil - bikattil
4. qatal - katal          14. raqad - rakad           24. bikašṣir - biqäsṣir
5. qadam - kadam          15. šaqa - šaka              25. biqaffir - bikaffir
6. karam - qaram          16. rakam - raqam           26. byunkub - byunqub
7. kasar - qasar          17. safak - safaq           27. byurkud - byurqud
8. kasam - qasam          18. salak - salaq           28. byuhruq - byuhruq
9. kašar - qašar          19. barak - baraq           29. byuftuk - byuftuq
10. kafar - qafar         20. nahak - nahaq            30. kaškaš - qašqaš
Q.2 DISCRIMINATION DRILL: /q/ versus /k/; 'same' or 'different'? [On tape]

Q.3 RECOGNITION DRILL: Do the following contain a /q/ or a /k/? [On tape]

Q.4 DICTATION DRILL. [On tape]

1. staqbal
2. Hakmat
3. qahira
4. qaamu
5. kuttaab
6. waqqafat
7. taqaddum
8. maqsum
9. byibku
10. bibaqbiq
11. muwaafaqa
12. rukkaab
13. biduqqu
14. staqarrat
15. qahqahat

Q.5 MIMICRY DRILL: /q/. [On tape]

Q.6 MIMICRY DRILL: /q/ versus /k/. [On tape]

*** PLEASE STOP THE TAPE ***

R. VEILARIZATION

Levantine Arabic (and, for that matter, virtually all known dialects of Arabic) has a phenomena which is called 'emphasis' or, alternatively,
'velarization'. The latter term will be used here, not because it is the better, but rather only because it appears to have the wider currency.

The most striking characteristic of velarization to speakers of English is the difference caused in the vowels (e.g., given a written symbol 'a', when not velarized it will usually range between the vowels of 'cat' and 'cot', but when velarized will be closer to the vowel of 'caught'). This is, thus, the way in which most speakers of English will recognize this phenomena.

However, and please note this carefully, the Arab will normally interpret this not as a difference in vowels, but rather as a difference in consonants. This is due in large part to the fact that the Arabic writing system has four pairs of 'emphatic' - 'non-emphatic' consonants (corresponding to the colloquial ð - t, ʕ - d, ɣ - s, and ʔ - z, the 'emphasis' or 'velarization' being indicated by the subscript cedilla here). In the transcription used in this manual, where there is a direct correspondence between the colloquial word and the written, i.e., classical, form, the transcription will reflect the Arab's interpretation, i.e., one of the four consonants ð, ʕ, ɣ, or ʔ will be considered to be the influencing factor; it will be incumbent upon the student to take careful note of the Arab's pronunciation of the vowels and imitate them as faithfully as possible.

When producing these velarized sounds, the Arab will pronounce the word further back and further down in his mouth (he retracts the back of his tongue while retaining the dental articulation where appropriate) and he will tend to round or protrude his lips slightly. In addition, he will tend to
pronounce the four consonants more emphatically. These will tend to give a very pronounced 'hollow' or 'backed' effect to the sounds, particularly the /a/ vowels.

*** PLEASE START THE TAPE HERE ***

R.1 FAMILIARIZATION DRILL: 'Velarization' versus 'no velarization'. [On tape]

<table>
<thead>
<tr>
<th>1. șalab - salab</th>
<th>16. șaras - daras</th>
<th>31. zabaț - zabat</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. șamad - samad</td>
<td>17. șall - dall</td>
<td>32. ūmm - tamm</td>
</tr>
<tr>
<td>3. bașam - basam</td>
<td>18. raçi - radi</td>
<td>33. țarraH - tarraH</td>
</tr>
<tr>
<td>4. malaș - malas</td>
<td>19. barâd - barad</td>
<td>34. bațtal - battal</td>
</tr>
<tr>
<td>5. wașwaș - waswas</td>
<td>20. farađ - farad</td>
<td>35. rațtab - rattab</td>
</tr>
<tr>
<td>6. sabb - șabb</td>
<td>21. dajj - șajj</td>
<td>36. sattar - sațtar</td>
</tr>
<tr>
<td>7. sadd - șadd</td>
<td>22. damm - șamm</td>
<td>37. Hattam - Hațtam</td>
</tr>
<tr>
<td>8. sakk - șakk</td>
<td>23. dala9 - șala9</td>
<td>38. fattaH - fațtaH</td>
</tr>
<tr>
<td>9. salla - șalla</td>
<td>24. darrab - șarrab</td>
<td>39. zall - șall</td>
</tr>
<tr>
<td>10. sabâH - șabâH</td>
<td>25. badda9 - bađda9</td>
<td>40. zahar - șahar</td>
</tr>
<tr>
<td>12. șafaH - safaH</td>
<td>27. Hađdar - Haddar</td>
<td></td>
</tr>
<tr>
<td>15. șarraH - sarraH</td>
<td>30. fațar - fatar</td>
<td></td>
</tr>
</tbody>
</table>
R.2 DISCRIMINATION DRILL: 'Velarization' versus 'no velarization'; 'same' or 'different'?  [On tape]

R.3 RECOGNITION DRILL: Do the following contain 'velarization' or 'no velarization'?  [On tape]

R.4 DICTATION DRILL.  [On tape]

1. ǧajju  
2. ǧaraḫu  
3. ǧalleet  
4. fataḥtu  
5. baṭṭal  
6. ǧaʾa9  
7. Ḥaṭṭamu  
8. ǧahar  
9. darasu  
10. sammu  
11. mnaẓẓim  
12. ṭalabna  
13. nizlu  
14. byiṭba9  
15. waṣafu

R.5 MIMICRY DRILL: 'Velarization' versus 'no velarization'.  [On tape]

*** PLEASE STOP THE TAPE ***

The previous set of five drills have primarily, though not completely, utilized examples of velarization adjacent to short /a/ vowels. These velarized - non-velarized contrasts are both easy to hear and easy to mimic. However, when velarization affects the /ii/ vowels, there is often a somewhat strange transition heard between the consonant and vowel; this transition is
made quite easily and naturally if the velarized consonants are being made far back in the mouth as indicated previously. On the other hand, it is often quite difficult to hear the difference between velarized and non-velarized /uu/ vowels. The following exercises will provide practice in both, as well as practice with the /aa/ vowels.

R.6 FAMILIARIZATION DRILL: 'Velarization' versus 'no velarization' in words with long vowels. [On tape]

1. faad - faaq 11. bișiib - bisiib 21. bișuuy - bisuuy
2. saad - saad 12. bițiiH - bitiiH 22. bițuuq - bituuq
3. saarat - saarat 13. bifiid - bifiid 23. bișuur - biduur
5. Haafız - Haafiz 15. bibiid - bibiid 25. mațuuq - matuuq
7. faadi - faaqi 17. nasiib - nasiiib 27. mastuur - maņtuur
9. mazaahir - maņaaĥir 19. taxsiis - taxsiğ 29. futuur - fuņuur
10. nassaab - naņaaqab 20. taHdiir - taHqiir 30. furuud - furuğ

R.7 DISCRIMINATION DRILL: 'Velarization' versus 'no velarization'; 'same' or 'different'? [On tape]

R.8 RECOGNITION DRILL: Do the following contain 'velarization' or 'no velarization'? [On tape]
R.9 DICTATION DRILL. [On tape]

1. ātalib 6. bibiǧū 11. rattlebuli
2. ǧinaṣa9a 7. tiin 12. ṣaṣṭaak
3. baṣsim 8. rafaʂulili 13. ntaʃaruuk
4. tafẓi19 9. mawği9u9 14. biṣiiru
5. našiib 10. byiHfaʂulak 15. maktuub

R.10 MIMICRY DRILL: 'Velarization' versus 'no velarization'. [On tape]

*** PLEASE STOP THE TAPE ***

In the preceding drills on velarization, stress has been laid on the Arab’s interpretation of this phenomena as being caused by the consonants ṯ, q̱, ṣ and ẓ. In fact, if you go back over the tapes for the drills on the /r/ and the /q/ in particular, you will notice differences in the vowel sounds. In actual fact, 'emphasis' or 'velarization' appears to be best analyzed as a component overlaying a syllable, i.e., a syllable (rather than a consonant) is velarized or not. This means that, where a syllable is velarized and there is no classical Arabic correspondence (i.e., no /ṯ q̱ ṣ ẓ/), the transcription system will more-or-less approximate the phonetic facts rather than the Arab interpretation. The following drills will help acquaint the student with this.

*** PLEASE START THE TAPE HERE ***
R.11 FAMILIARIZATION DRILL: 'Velarization'; no contrasts. [On tape]

1. ḥaḥ
2. ḥayiḥ
3. ḥeḥer
4. ḥeḥer
5. ḥeḥer
6. śeḥalla
7. tṣeṭṭāsna
8. sēṭṭalle
9. ḫeṭṭaṭ
10. ḫeṭṭaṭtī
11. ṭabb
12. ḥeṣṣ
13. ḥeḥme
14. ṭalleṣṭṣi

R.12 MIMICRY DRILL: 'Velarization'; no contrasts. [On tape]

*** PLEASE STOP THE TAPE ***

S. Some automatic processes

In the following drills, certain processes which occur in this dialect of Arabic will be briefly characterized and drilled. These processes have to do with the automatic addition or deletion of sounds (primarily an /-i/-vowel) under specified conditions, and also the way in which words are linked together in normal speech.

When a word ends with /-iC/ (where C indicates any consonant) and has any vowel-initial suffix added to it, the /i/ is automatically deleted, as in the following examples:
faahim +e → faahme
?as'ilit +o → ?as'ilto
fihim +u → fihmu

*** PLEASE START THE TAPE HERE ***

S.1 TRANSFORMATION DRILL: Participles* with the addition of suffixes /-e/ or /-a/ and /-iin/; delete the /i/ as noted in the examples. [On tape]

(In all Transformation Drills, a beginning or base form will be given on tape as well as written out. Give the resultant form orally, making the changes as noted in the instructions and in the examples. The resultant form will be confirmed, or corrected, on the tape, with a space immediately following for mimicry.)

1. faahim +e → faahme
2. mwa??if +e → mwa??fe
3. msaafir +e
4. mit?axxir +e
5. mitjawwiz +e
6. myammid +e
7. šaarih +a
8. gaamil +e
9. mdaxxil +e
10. šaagil +e
11. Haasib +iin
12. mit?amir +iin
13. xaatim +iin
14. mnazzil +iin
15. ṭaṭ?is +iin
16. mitna??il +iin
17. baarih +iin
18. myayyir +iin
19. yaamid +iin
20. m3allim +iin

*The student cannot yet know whether the words in this section are nouns, verbs, or whatever; these labels are used at this juncture simply as descriptive labels with no other purpose than to keep these classes of words separate.
S.2 TRANSFORMATION DRILL: Feminine nouns* with the addition of vowel-initial pronoun suffixes /-i, -ak, -ik, -o/. Delete the /i/ as noted in the examples. **BE CAREFUL TO PLACE THE STRESS CORRECTLY IN THESE FORMS.**

[On tape]

<table>
<thead>
<tr>
<th>No.</th>
<th>Noun</th>
<th>Suffix</th>
<th>Transliteration</th>
<th>Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>?ás'ílit-</td>
<td>-i</td>
<td>?ás'íliti</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>ziyáarit-</td>
<td>-i</td>
<td>ziyáarti</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>?ustáazit-</td>
<td>-i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Hábbíbit-</td>
<td>-i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Hukúumíit-</td>
<td>-i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>jnéenit-</td>
<td>-ak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>madíinit-</td>
<td>-ak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>mádrasit-</td>
<td>-ak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>natíijit-</td>
<td>-ak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>sáa9it-</td>
<td>-ak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>máHfázit-</td>
<td>-ik</td>
<td>máHfáziti</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>máktabít-</td>
<td>-ik</td>
<td>máktabiti</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>šáqátit-</td>
<td>-ik</td>
<td>šáqátiti</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>wázíjífit-</td>
<td>-ik</td>
<td>wázíjífiti</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>xáalit-</td>
<td>-ik</td>
<td>xáaliti</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>mámlakít-</td>
<td>-o</td>
<td>mámlakiti</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>másqalít-</td>
<td>-o</td>
<td>másqaliti</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>niháayít-</td>
<td>-o</td>
<td>niháayiti</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>wasíilit-</td>
<td>-o</td>
<td>wasíiliti</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>wiláayít-</td>
<td>-o</td>
<td>wiláayiti</td>
<td></td>
</tr>
</tbody>
</table>

*The dash following these nouns indicates that they do not occur as isolated forms, but rather require a suffixed pronoun, as in the drill, or an immediately following noun.

**Note that the deletion of this /-i-/ may change the vowel-consonant structure of the word, and thus the position of the stress. This is seen in the first item of the drill, and is also explained and drilled further below (Drill S.4, etc.).
S.3 TRANSFORMATION DRILL: Perfect verb forms with the addition of /-at, -u/, and imperfect verb forms with the addition of /-i, -u/; delete the /i/ as noted in the examples. [On tape]

1. fiham + -at → fihmat
2. nizil + -at → nizlat
3. rij9 + -at
4. şirib + -at
5. tiili9 + -at
6. wi9if + -u
7. gimil + -u
8. wi9il + -u
9. giri9f + -u
10. wi9ij9 + -u
11. bitsálim + -i
12. bitráafi? + -i
13. bitsáafir + -i
14. bitnáššif + -i
15. bit9ájjil + -i
16. bišámm19 + -u
17. bišálim + -u
18. biyállif + -u
19. biyáyyir + -u
20. biyárrib + -u

*** PLEASE STOP THE TAPE ***

In Section L of this booklet, the placement of stress was discussed. In the following, when suffixes are added to a word, there may be a change in the consonant-vowel sequences nearest the end of the word, and thus a change in the position of the stress. This was anticipated somewhat in Drill S.2 above. For instance, the two pronoun suffixes /-o/ and /-hum/ added to the noun /šiHHit-/ give the following (the -VCC- nearest the end of the word being underlined):

šiHHit- + -o → šiHHto
\textit{\c{g}iHH\textit{i}t-} + -\textit{hum} \rightarrow \textit{\c{g}iHH\textit{ith}um}

The stress will not always change, however, as can be seen in the following example:

\begin{align*}
\text{maktúub} + - o & \rightarrow \text{maktúubo} \\
\text{maktúub} + -\textit{hum} & \rightarrow \text{maktúubhum}
\end{align*}

The determining factor, to repeat, is whether or not there is a change in the \textit{-VV-} or \textit{-VCC-} nearest the end of the word as a result of adding the suffix. In the following, underline the long vowels or \textit{-VCC-} sequences nearest the end of the word and mark the stress:

- 94 -
<table>
<thead>
<tr>
<th>Base Form</th>
<th>+ -o</th>
<th>+ -hum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. giHHiTo</td>
<td>giHHiThum</td>
<td></td>
</tr>
<tr>
<td>2. madiInto</td>
<td>madiInithum</td>
<td></td>
</tr>
<tr>
<td>3. wilaayto</td>
<td>wilaayithum</td>
<td></td>
</tr>
<tr>
<td>4. nihaayto</td>
<td>nihaayithum</td>
<td></td>
</tr>
<tr>
<td>5. madrasto</td>
<td>madrasithum</td>
<td></td>
</tr>
<tr>
<td>6. saa9ti</td>
<td>saa9itna</td>
<td></td>
</tr>
<tr>
<td>7. wa$ji$ti</td>
<td>wa$ji$fitna</td>
<td></td>
</tr>
<tr>
<td>8. $a$?ti</td>
<td>$a$?itna</td>
<td></td>
</tr>
<tr>
<td>9. binaayti</td>
<td>binaayitna</td>
<td></td>
</tr>
<tr>
<td>10. xaalti</td>
<td>xaalitna</td>
<td></td>
</tr>
<tr>
<td>11. maktabak</td>
<td>maktabha</td>
<td></td>
</tr>
<tr>
<td>12. fyr$g$ak</td>
<td>fyr$g$ha</td>
<td></td>
</tr>
<tr>
<td>13. m9allmak</td>
<td>m9allimha</td>
<td></td>
</tr>
<tr>
<td>14. $a$lamak</td>
<td>$a$lamha</td>
<td></td>
</tr>
<tr>
<td>15. madaarsak</td>
<td>madaarisha</td>
<td></td>
</tr>
<tr>
<td>16. marja9ik</td>
<td>marja9kum</td>
<td></td>
</tr>
<tr>
<td>17. makaatbik</td>
<td>makaatibkum</td>
<td></td>
</tr>
<tr>
<td>18. m$t$bakik</td>
<td>m$t$bakkum</td>
<td></td>
</tr>
<tr>
<td>19. m$a$rafik</td>
<td>m$a$rafkum</td>
<td></td>
</tr>
<tr>
<td>20. nataayjik</td>
<td>nataayijkum</td>
<td></td>
</tr>
</tbody>
</table>
S.4 READING DRILL: Word stress. Read the above pairs of words, being careful to stress them as you have marked them; your reading will be confirmed, or corrected, on the tape with a space immediately following for mimicry. [On tape]

*** PLEASE STOP THE TAPE ***

In some of the foregoing drills the deletion of the /i/ left three consonants in a row (e.g., /m9allme,  washington/ ) where the first two consonants were identical. In other contexts three dissimilar consonants might occur in sequence, either within words or across word boundaries; when this happens, Levantine Arabic will normally tend to break up this three-consonant cluster by inserting an /i/ vowel between the first and second of the three consonants, e.g.,

within a word:

\[ \text{?ism} + -hum \rightarrow *\text{?ismhum} \rightarrow \text{?isimhum} \]

across word boundaries:

\[ \text{mi\'s} + ktiir \rightarrow *\text{mi\'sktiir} \rightarrow \text{mi\'siktir} \]

In the transcription system used here, this \( \bar{i} \) will be underlined. Note that this underlined \( \bar{i} \) is never stressed (thus explaining the 'strange' position of the stress in /?isimhum/ above).

In the following words, mark the stress according to the rules given in
Section I, then underline the three consonant cluster, and finally insert the underlined /i/:

1. ṡahl ḫum  
2. ṡism ḫum  
3. ṣyūṣr̥f lkum  
4. bti9rafl̥na  
5. bakt ubl̥kum  
6. ṣg̥r̥l̥m  
7. ṣa alatl̥a  
8. fg̥l̥kum  
9. dallatl̥a  
10. kātbatl̥kum

*** PLEASE START THE TAPE HERE ***

S.5 READING DRILL: Inserted /i/. Read the above words, being careful to read them as you have marked them; your reading will be confirmed, or corrected, on the tape with a space immediately following for mimicry. 

[On tape]

*** PLEASE STOP THE TAPE ***

The following are all nouns beginning with two consonants. For these particular words the definite article 'the' is /l-/ prefixed to the noun. As in the previous exercise, mark the stress, underline the three consonant
cluster, and then insert the /i/:

1. l- + ktaab \(\rightarrow\) l k t a a b
2. l- + ?laal \(\rightarrow\) l ? l a a l
3. l- + wlaad \(\rightarrow\) l w l a a d
4. l- + ?laam \(\rightarrow\) l ? l a a m
5. l- + bwaab \(\rightarrow\) b w a a b
6. l- + blaad \(\rightarrow\) b l a a d
7. l- + Hbuub \(\rightarrow\) H b u u b
8. l- + kbiir \(\rightarrow\) k b i i r
9. l- + m9allim \(\rightarrow\) m 9 a l l i m
10. l- + ?ruuš \(\rightarrow\) ? r u u š

*** PLEASE START THE TAPE HERE ***

S.6 READING DRILL: Inserted /i/. Read the above words as you have marked them; your reading will be confirmed, or corrected, on the tape with a space immediately following for mimicry. [On tape]

*** PLEASE STOP THE TAPE ***

The same phenomena occurs when a three (or four) consonant cluster occurs across word boundaries as was noted above. In the following, underline the consonant cluster and insert the i as per the example given
previously (i.e., miš + ktiir → miš iktiir):

1. ṭawwal, mbaarih → ṭawwal imbaarih
2. sitt-, sniin
3. kiif, lHaal
4. mniH, lHamdilla
5. ḥahl, lbeet
6. ṭabiib, snaan
7. miš, ktiir
8. ween, lbeet
9. libyuut, kbiire
10. mumkin, t?ulli
11. laazim, tliff
12. ṭariiʔ, lʔuds
13. ṭyruʔ, kbiire
14. biddak, tkun
15. mniʔdar, nruuH

*** PLEASE START THE TAPE HERE ***

S.7 READING DRILL: Inserted /l/. Read the above pairs of words, being careful to read them as you have written them; your reading will be confirmed, or corrected, on the tape with a space immediately following for mimicry.

[On tape]

*** PLEASE STOP THE TAPE ***

- 99 -
Somewhat related to the above is the case where a word ending with a vowel is followed by a word beginning with two consonants. The two words are linked together with the linking syllable having sounds from both words, as:

masa, lxeer → ma - sal - xeer
huwwe, byuktub → huw - web - yük - tub

*** PLEASE START THE TAPE HERE ***

S.8 READING DRILL: Linking words. Read the words below, being careful to link them as described above; your reading will be confirmed, or corrected, on the tape with a space immediately following for mimicry.

[On tape]
1. masa, lxeer
2. yalla, bx̪əṯrak
3. hiyye, btudrus
4. maa, ḥdirt
5. btismaHli, bsuʔaal
6. halmadrase, mniiHa
7. hajjneene, ẓyiire
8. humme, ḥlaal
9. masa, mnuur
10. fiiki, tšuufi
11. huwwe, jdiid
12. hamme, ḥraab
13. haada, kbiir
14. ssaaʔa, mʔaxxre
15. maa, mšiina
16. hiyye, m9allme
17. hamme, mwaʔzafiin
18. xalliina, nšuufak
19. maa, rji9t
20. bido, ktaab

*** PLEASE STOP THE TAPE ***

- 100 -