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ABSTRACT

This introduction to Levantine Arabic pronunciation is designed to teach the student to recognize the major points of phonological interference between Levantine Arabic and American English, as well as the significant phonological contrasts within the dialect of Arabic itself, and to provide the student with a model for mimicry. Tape recordings accompany the nineteen drill sections. The words chosen for the drills are mostly verbs with a heavy literary bias; meaning and normal colloquial usage (aside from pronunciation) are not important here. Within each section, a drill-sequence is followed so that the student first practices hearing the sound or contrast; then he is given a chance to mimic it. The seven types of drills used are familiarization, reading, dictation, discrimination, recognition, mimicry, and transformation. (Author/VM)

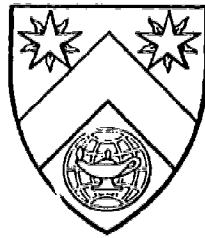
LEVANTINE ARABIC

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Introduction to Pronunciation

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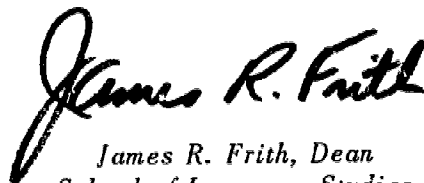
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P R E F A C E

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.



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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,

* Wehr, Hans, A dictionary of Modern Written Arabic, ed. J Milton Cowan. Cornell University Press, Ithaca, N.Y.: 1961.

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**

A.	Symbol	Stands for a sound like the American English sound	Phonetic Description
	b	'b' in 'bus'	Voiced bilabial stop
	f	'f' in 'fish'	Voiceless labiodental fricative
	m	'm' in 'man'	Voiced bilabial stop
	k	'k' in 'kind'	Voiceless velar stop
	w	'w' in 'wet'	High back rounded vocoid
	y	'y' in 'you'	High front unrounded vocoid
	θ	'th' in 'thin'	Voiceless interdental fricative
	ð	'th' in 'then', 'that'	Voiced interdental fricative

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

B.	Symbol	Stands for a sound like the American English sound	Phonetic Description
	j	'z' in 'azure', or the 's' in 'confusion'	Voiced palatal groove fricative

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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

5. judge

9. jet

2. jab

6. jam

10. James

3. joke

7. jay

11. jib

4. George

8. June

12. jute

PRONUNCIATION

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 ***

C.	Symbol	Stands for a sound like the American English sound	Phonetic Description
	š	'sh' in 'shoe'	Voiceless palatal groove fricative

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: /š/ versus /s/. [On tape]

- | | | |
|-----------------|----------------|---------------------|
| 1. šake - sake | 5. šade - sade | 9. šam - sam |
| 2. šale - sale | 6. šift - sift | 10. šun - sun |
| 3. šine - shine | 7. šop - sop | 11. šimmer - simmer |
| 4. šort - sort | 8. šot - sot | 12. šuck - suck |

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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]

šook	1. ___ook	seen	7. ___een	caš	13. ca__
šeeet	2. ___eet	šaft	8. ___aft	puš	14. pu__
šare	3. ___are	sam	9. ___am	daš	15. da__
sort	4. ___ort	šed	10. ___ed	diš	16. di__
šore	5. ___ore	šut	11. ___ut	fiš	17. fi__
širt	6. ___irt	bass	12. ba__	aš	18. a__

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 ***

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D.	Symbol	Stands for a sound near the American English sound	Phonetic Description
	t	't' in 'top'	Slightly aspirated voiceless dental stop
	d	'd' in 'dog'	Voiced dental stop
	s	's' in 'sip'	Voiceless dental grooved fricative
	z	'z' in 'zoo'	Voiced dental grooved fricative
	l	'l' in 'leap'	Voiced dental lateral
	n	'n' in 'not'	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.

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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.

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PRONUNCIATION

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

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):

l[^]... l^v... l[^]... l^v

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 ***

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

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

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

PRONUNCIATION

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. MIMICRY DRILL: Repeat the following words using the Arabic l 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 ***

F.	Symbol	Stands for a sound like	Phonetic Description
	a	the English vowel in 'cat', sometimes in between the vowels of 'cat' and 'cot'	Low front to central unrounded vocoid
	i	the vowels of 'bit' or 'beat', depending on the environment.	High front unrounded vocoid
	u	the vowels of 'look' or 'Luke', depending on the environment.	High back rounded vocoid

The vowel /e/ will sometimes be identical to the English vowel of 'cat',

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'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.

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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. dafaš	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. naša
6. hamaz	16. kamaš	26. haja
7. badal	17. nataj	27. bana
8. jadaf	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: jáməl; náfəs; dánəb; sábək; káteb. Though

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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 ***

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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 'lute', 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]

- | | | |
|-----------|------------|-------------|
| 1. libis | 11. miši | 21. bilimm |
| 2. ʔibil* | 12. bidi | 22. bidill |
| 3. fišil | 13. nimti | 23. bišikk |
| 4. kisib | 14. šilti | 24. bitimm |
| 5. nizil | 15. lifti | 25. biliff |
| 6. misik | 16. jibti | 26. bifizz |
| 7. hibil | 17. milti | 27. katabt |
| 8. kizib | 18. byibni | 28. badalti |
| 9. nisi | 19. byiji | 29. jadalti |
| 10. nimi | 20. byibki | 30. kamašti |

*The symbol /ʔ/ will be explained in Drill H. For the present, ignore it.

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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_ ms_ 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]

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F.10 FAMILIARIZATION DRILL: /u/; no contrasts. [On tape]

- | | | |
|----------|-------------|-------------|
| 1. ?ult | 8. kuntu | 15. byuktub |
| 2. ?umt | 9. fuztu | 16. dafašu |
| 3. šuft | 10. šuftu | 17. kamašu |
| 4. fuzt | 11. ?umtu | 18. hamazu |
| 5. kunt | 12. kulu | 19. jadaftu |
| 6. kul | 13. byunfud | 20. kabastu |
| 7. ?ultu | 14. byuskun | |

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__z_l__ | fišlat | 6. f__š_l__t | miskat | 11. m__sk__t |
| baskun | 2. b__sk__n | kuli | 7. k__l__ | byibku | 12. by__bk__ |
| byilbasu | 3. by__lb__s__ | badaltu | 8. b__d__lt__ | byuktubli | 13. by__kt__bl__ |
| šufti | 4. š__ft__ | šiltu | 9. š__lt__ | byinzalu | 14. by__nz__l__ |
| libsu | 5. l__bs__ | ?ulti | 10. ?__lt__ | lafat | 15. l__f__t |

F.12 MIMICRY DRILL: /u/. DO NOT FORGET TO MIMIC THE PROPER QUALITY OF THE VOWELS. [On tape]

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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 ***

G.	Symbol	Stands for a sound similar to the American English	Phonetic Description
	r	a fast 't' in 'ate a...', 'photo'	Alveolar flap

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 ***

PRONUNCIATION

G.1 FAMILIARIZATION DRILL: Arabic /r/ versus American /r/ in word-medial position. [On tape]

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

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

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

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

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

PRONUNCIATION

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 MIMICRY DRILL: Arabic /r/ in word-initial position. [On tape]

LEVANTINE ARABIC

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

- | | | |
|----------|-------------|-------------|
| 1. kibir | 8. šakar | 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. šakar | 10. byikbar | 15. byuzkur |

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

*** PLEASE STOP THE TAPE ***

H.	Symbol	Stands for a sound like the	Phonetic Description
	ʔ*	break or catch between the syllables 'oh, oh, oh!'	Glottal stop

The /ʔ/ 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 /ʔ/ designates both the reflex of the Classical Arabic /q/ and (where appropriate for this dialect) /ʔ/. 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 | 6. šaraʔ - šara | 11. fata - fataʔ |
| 2. baʔar - baar | 7. našaʔ - naša | 12. zana - zanaʔ |
| 3. faar - faʔar | 8. nafaʔ - nafa | 13. rafa - rafaʔ |
| 4. raad - raʔad | 9. nahaʔ - naha | 14. rama - ramaʔ |
| 5. naal - naʔal | 10. baraʔ - bara | 15. stašra - stašraʔ |

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

PRONUNCIATION

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 - byišʔa | 11. baraʔ - byibriʔ | 18. baʔbaʔ - bibaʔbiʔ |
| 5. faʔad - byifʔid | 12. bazaʔ - byubzuʔ | 19. šaʔšaʔ - bišaʔšiʔ |
| 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.

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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. ʔabar | 8. ʔara | 15. ʔatalt |
| 2. ʔamar | 9. ʔasam | 16. ʔalabtī |
| 3. ʔawa | 10. ʔidir | 17. ʔarat |
| 4. ʔirib | 11. ʔabrat | 18. ʔasamna |
| 5. ʔidim | 12. ʔamrat | 19. ʔidru |
| 6. ʔatal | 13. ʔawu | 20. ʔidmat |
| 7. ʔalab | 14. ʔirbu | |

H.9 DICTATION DRILL. [On tape]

- | | | |
|------------|-------------|-------------|
| 1. ʔalab | 6. ʔirib | 11. ʔabar |
| 2. ʔidmu | 7. ʔataltu | 12. ʔarat |
| 3. ʔidrat | 8. ʔasanti | 13. ʔalabna |
| 4. ʔamarna | 9. ʔidru | 14. ʔamaru |
| 5. ʔawat | 10. ʔabarna | 15. ʔatalt |

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PRONUNCIATION

H.10 MIMICRY DRILL: /ʔ/ in word-initial and word-medial position. [On tape]

- | | |
|--------------------|---------------------|
| 1. ʔabar - byuʔbur | 6. ʔatal - byuʔtul |
| 2. ʔamar - byuʔmur | 7. ʔalab - byiʔlib |
| 3. ʔawa - byiʔwi | 8. ʔara - byiʔra |
| 4. ʔirib - byiʔrab | 9. ʔassam - byiʔsim |
| 5. ʔidim - byiʔdim | 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 ***

LEVANTINE ARABIC

I.1 FAMILIARIZATION DRILL: /h/ versus no /h/ in word-medial position.

[On tape]

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

PRONUNCIATION

I.5 DICTATION DRILL. [On tape]

- | | | |
|-----------|------------|------------|
| 1. bahar | 6. bahalu | 11. jahdat |
| 2. dahasu | 7. dahmat | 12. dahan |
| 3. rahnat | 8. saham | 13. šaharu |
| 4. šahaʔ | 9. mahalu | 14. mahnat |
| 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 /ʔ/ arises, especially word-medially. The following drills will help eliminate this small problem.

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

- | | | |
|------------------|---------------------|-----------------------|
| 1. habar - ʔabar | 8. baʔal - bahal | 15. ʔalʔal - halhal |
| 2. hawa - ʔawa | 9. nahab - naʔab | 16. byuʔbur - byuhbur |
| 3. hara - ʔara | 10. nahar - naʔar | 17. byihwi - byiʔwi |
| 4. hibil - ʔibil | 11. nahaš - naʔaš | 18. byihbal - byiʔbal |
| 5. ʔamar - hamar | 12. naham - naʔam | 19. byuhmur - byuʔmur |
| 6. ʔamez - hamaz | 13. naʔa - naha | 20. byihmiz - byiʔmiz |
| 7. baʔar - bahar | 14. ʔamʔam - hamham | |

I.8 FAMILIARIZATION DRILL: /h/ versus /ʔ/ using different forms of the words from Drill I.7. [On tape]

LEVANTINE ARABIC

I.9 DISCRIMINATION DRILL: /h/ versus /ʔ/; 'same' or 'different'? [On tape]

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

I.11 DICTATION DRILL. [On tape]

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

I.12 MIMICRY DRILL: /h/ versus /ʔ/. [On tape]

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

[On tape]

- | | |
|--------------------|----------------------|
| 1. badah - byibdah | 5. kirih - byikrah |
| 2. nakah - byirkah | 6. ntabah - byintbih |
| 3. kibih - byikbih | 7. ʔabdah - byibdah |
| 4. nabah - byinbah | 8. tahtah - bitahtih |

PRONUNCIATION

I.14 MIMICKY DRILL: /h/ in all positions. [On tape]

1. hazar - byuhzur	11. hamas - byihmis	21. nahab - byinhab
2. hamar - byuhmur	12. hamaz - byihmiz	22. nahaṣ - byinhaš
3. hawa - byihwi	13. sahal - byishil	23. ʔahar - byiʔhar
4. hadar - byuhdur	14. sihir - byishar	24. jihiz - byijhaz
5. haras - byuhzus	15. bahar - byibhir	25. badah - byibdah
6. hadam - byuhdum	16. šahar - byišhir	26. nabah - byinbah
7. harab - byuhrub	17. rihib - byirhab	27. nakah - byinkah
8. hajam - byuhjum	18. zihid - byizhad	28. kirih - byikrah
9. hara - byihri	19. nahar - byinhar	29. kibih - byikbah
10. hibil - byihbal	20. zihir - byizhar	30. ntabah - byintbih

*** PLEASE STOP THE TAPE ***

J.	Symbol	Stands for sounds like the American English	Phonetic Description
	Doubled Consonant	'dd' in 'mad dog' 'tt' in 'cat tea' 'kk' in 'sick kid', etc.	Consonant length, added to any consonant

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.

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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 ***

PRONUNCIATION

J.1 FAMILIARIZATION DRILL: Long versus short consonants. [On tape]

- | | | |
|--------------------|--------------------|--------------------|
| 1. ʔabbar - ʔabar | 11. jaddaf - jadaf | 21. hajja - haja |
| 2. tabbal - tabal | 12. jaddal - jadal | 22. najja - najja |
| 3. jabbar - jabar | 13. ʔakkal - ʔakal | 23. hajjam - hajam |
| 4. sabbaʔ - sabaʔ | 14. ʔaθθar - ʔaθar | 24. hajjar - hajar |
| 5. kattab - katab | 15. kaffar - kafar | 25. ʔaššar - ʔašar |
| 6. ʔatal - ʔattal | 16. kasar - kassar | 26. halak - hallak |
| 7. bada - badda | 17. kasam - kassam | 27. jala - jalla |
| 8. badal - baddal | 18. ʔazar - ʔazzar | 28. jalad - jallad |
| 9. hada - hadda | 19. hazal - hazzal | 29. ʔamar - ʔammar |
| 10. hadam - haddam | 20. hašam - haššam | 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]

LEVANTINE ARABIC

J.4 DICTATION DRILL. [On tape]

- | | | |
|-------------|-------------|--------------|
| 1. hajja | 6. jabartu | 11. sabba?na |
| 2. jaddaft | 7. ?aššaru | 12. badu |
| 3. ?abbaru | 8. kaffarna | 13. kannat |
| 4. hajamti | 9. kattabtu | 14. haššamti |
| 5. ?akkalna | 10. jalla | 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/.

J.6 FAMILIARIZATION DRILL: Long /ʔ/ versus short /ʔ/. [On tape]

- | | | |
|-------------------|-------------------|--------------------|
| 1. raʔʔas - raʔas | 5. raʔaf - raʔʔaf | 9. saʔʔal - saʔal |
| 2. raʔʔad - raʔad | 6. faʔar - faʔʔar | 10. maʔʔat - maʔat |
| 3. naʔʔar - naʔar | 7. naʔaz - naʔʔaz | 11. naʔʔaš - naʔaš |
| 4. naʔʔal - naʔal | 8. waʔad - waʔʔad | |

J.7 DISCRIMINATION DRILL: Long /ʔ/ versus short /ʔ/; 'same' or 'different'?

[On tape]

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PRONUNCIATION

J.8 RECOGNITION DRILL: Do the following contain a long /ʔ/ or a short /ʔ/?

[On tape]

J.9 DICTATION DRILL. [On tape]

- | | | |
|-------------|-------------|--------------|
| 1. daʔʔat | 5. naʔʔaltu | 9. naʔʔazat |
| 2. naʔʔasū | 6. faʔʔarti | 10. raʔʔafti |
| 3. maʔʔatna | 7. naʔʔzat | 11. šaʔʔaʔ |
| 4. saʔʔalt | 8. waʔʔad | 12. naʔʔaru |

J.10 MIMICRY DRILL: Long /ʔ/ versus short /ʔ/. [On tape]

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

- | | | |
|-------------------|--------------------|-------------------|
| 1. ʔahhal - ʔahal | 3. dahhaš - dahhaš | 5. šahhar - šahar |
| 2. wahhan - wahan | 4. laha - lahha | 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]

LEVANTINE ARABIC

J.14 DICTATION DRILL. [On tape]

- | | | |
|-------------|-------------|--------------|
| 1. saḥḥad | 5. faḥḥamt | 9. jahazna |
| 2. raḥḥabat | 6. saḥḥalt | 10. zaḥḥadna |
| 3. daḥḥaṣū | 7. daḥḥantu | |
| 4. ṣaḥḥabt | 8. jaḥḥaltu | |

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 ***

PRONUNCIATION

J.16 FAMILIARIZATION DRILL: Long /r/ versus short /r/. [On tape]

- | | | |
|-------------------|--------------------|--------------------|
| 1. barrad - barad | 6. sarab - sarrab | 11. darras - daras |
| 2. šarraf - šaraf | 7. barak - barrak | 12. jarrad - jarad |
| 3. sarraj - saraĵ | 8. karaš - karraš | |
| 4. darraj - daraj | 9. šarad - šarrad | |
| 5. karram - karam | 10. tarak - tarrak | |

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

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

*** PLEASE STOP THE TAPE ***

LEVANTINE ARABIC

K.	Symbol	Phonetic Description
	Doubled vowel	Vowel length, added to any vowel

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.

*** PLEASE START THE TAPE HERE ***



PRONUNCIATION

K.1 FAMILIARIZATION DRILL: Long vowels versus short vowels. [On tape]

- | | |
|-------------------|--------------------|
| 1. kaaram - karam | 11. 'aazar - 'azar |
| 2. haaja - haja | 12. jaabar - jabar |
| 3. baadar - badar | 13. naaja - naja |
| 4. baadal - badal | 14. naa'al - na'al |
| 5. 'aamar - 'amar | 15. kaafa - kafa |
| 6. katab - kaatab | 16. hazal - haazal |
| 7. 'atal - 'aatal | 17. bara - baara |
| 8. kašaf - kašaf | 18. 'akal - 'aakal |
| 9. hada - haada | 19. jalad - jaalad |
| 10. bada - baada | 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]

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K.4 DICTATION DRILL. [On tape]

- | | | |
|------------|------------|-------------|
| 1. laaha | 6. saahaʔ | 11. ʔaazar |
| 2. ʕaaharu | 7. ʔamar | 12. saafaru |
| 3. raabu | 8. naaʔalu | 13. naʔaʕ |
| 4. haadat | 9. baada | 14. kaatar |
| 5. ʔaatal | 10. katabu | 15. naaʔaru |

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.

PRONUNCIATION

K.6 FAMILIARIZATION DRILL: Long consonants versus long vowels. [On tape]

- | | | |
|---------------------|---------------------|-----------------------|
| 1. naʔʔaš - naaʔaš | 16. ʔaazar - ʔazzar | 31. tnaʔʔal - tnaaʔal |
| 2. naʔʔar - naaʔar | 17. saafar - saffar | 32. twaʔʔaf - twaaʔaf |
| 3. waʔʔaf - waaʔaf | 18. ʔaakal - ʔakkal | 33. tʔabbal - tʔaabal |
| 4. naʔʔal - naaʔal | 19. saalam - sallam | 34. tkattab - tkaatab |
| 5. rabba - raaba | 20. jaalad - jallad | 35. tkammal - tkaamal |
| 6. kaabar - kabbar | 21. ʔammar - ʔamar | 36. tsaahal - tsahhal |
| 7. jaabar - jabbar | 22. šahhar - šaahar | 37. tfaaham - tfahham |
| 8. taabal - tabbal | 23. dahhan - daahan | 38. tbaahal - tbahhal |
| 9. saabaʔ - sabbaʔ | 24. lahha - laaha | 39. tjaawaz - tjawwaz |
| 10. kaatar - kattar | 25. ʔawwam - ʔaawam | 40. tsaayaʔ - tsayyaʔ |
| 11. kattab - keatab | 26. saawam - sawwam | |
| 12. ʔattal - ʔaatal | 27. daawar - dawwar | |
| 13. najja - naaja | 28. ʔaayas - ʔayyas | |
| 14. jaddal - jaadal | 29. saayar - sayyar | |
| 15. nazzal - naazal | 30. saayaʔ - sayyaʔ | |

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 | 9. 'aatal |
| 2. dawwar | 10. kattar |
| 3. lahha | 11. taabal |
| 4. 'ammar | 12. kabbar |
| 5. jaalad | 13. naa'al |
| 6. 'akkal | 14. t'aabal |
| 7. 'aazar | 15. tkammal |
| 8. jaadal | |

K.10 MIMICRY DRILL: Long consonants versus long vowels. [On tape]

PRONUNCIATION

K.11 FAMILIARIZATION DRILL: Long consonants versus long vowels; further practice. [On tape]

- | | |
|---------------------------|-------------------------------|
| 1. binaʔʔiṣ - binaaʔiṣ | 21. ʔammir - ʔaamir |
| 2. bitnaʔʔir - bitnaaʔir | 22. ṣāhhri - ṣāahri |
| 3. bawr ʔʔif - bawaaʔif | 23. dahhnu - daahnu |
| 4. binaʔʔlu - binaaʔlu | 24. lahhu - laahu |
| 5. bitrabbu - bitraabu | 25. ʔawwamat - ʔaawamat |
| 6. mkaabir - mkabbir | 26. saawamu - sawwamu |
| 7. mjaabra - mjabbra | 27. bidaawru - bidawru |
| 8. taabil - tabbil | 28. biʔaayis - biʔayyis |
| 9. saabʔi - sabbʔi | 29. bitsaayir - bitsayyir |
| 10. kaatru - kattru | 30. bitsaayʔu - bitsayyʔu |
| 11. kattabu - kaatabu | 31. byitnaʔʔal - byitnaaʔal |
| 12. ʔattalat - ʔaatalat | 32. byitwaʔʔafu - byitwaaʔafu |
| 13. najjat - naajat | 33. mitʔabbil - mitʔaabil |
| 14. bijaddlu - bijaadlu | 34. mitkattbe - mitkaatbe |
| 15. bitnazzlu - bitnaazlu | 35. tkamalat - tkaemalat |
| 16. biʔaazir - biʔazzir | 36. tsaahalu - tsahhalu |
| 17. binsaafir - binsaffir | 37. byitfasʔamu - byitfahhamu |
| 18. biʔaakil - biʔakkil | 38. byitbaahal - byitbahhal |
| 19. msealim - msallim | 39. tajaawuz - tajawwuz |
| 20. mjaalde - mjallde * | 40. tasaayuʔ - tasayyuʔ |

* /e/ in word-final position is similar to the English vowel sound of 'bay', 'bait', 'bale', etc.

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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. mitʔakkid | 6. mkaašif | 11. mšammis |
| 2. bisammu | 7. bitbaadir | 12. kaatib |
| 3. naayim | 8. saabaʔat | 13. biraaslu |
| 4. batmanna | 9. byitʔammalu | 14. batzakkar |
| 5. saawu | 10. baadalu | 15. mitmayyiz |

K.15 MIMICRY DRILL: Long consonants versus long vowels. [On tape]

PRONUNCIATION

K.16 FAMILIARIZATION DRILL: Review; no length versus consonant length versus vowel length. [On tape]

- | | |
|----------------------------|-------------------------------|
| 1. jabar - jabbar - jaabar | 9. jaddal - jaadal - jadal |
| 2. tabal - tabbal - taabal | 10. ?akkal - ?aakal - ?akal |
| 3. jalad - jallad - jaalad | 11. šsahar - šsahar - šsahhar |
| 4. badal - baddal - baadal | 12. ?aatat - ?atat - ?attat |
| 5. na?al - na??al - naa?al | 13. naa?ar - na?ar - na??ar |
| 6. kattab- kaatab - katab | 14. laaha - laha - lahha |
| 7. sabba?- saaba? - saba? | 15. naaja - naja - najja |
| 8. ?azzar- ?aazar - ?azar | |

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.

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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 - táab
kaatib : káa - 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

PRONUNCIATION

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 | 11. n a ' ' a š t u |
| 2. n t a b a h t | 12. š a h r a t |
| 3. b a ' a r n a | 13. b y u h r u b |
| 4. b i s a a f r u | 14. t a r b i y e |
| 5. m ' a t t i l | 15. b y i t n a ' ' a l |
| 6. b i j a d d l u | 16. m s a l l m i i n |
| 7. m i t f a h h m e | 17. b i š u u f u u n i |
| 8. š t a r e e t h a | 18. ' a k a l t |
| 9. m a k a a t i b | 19. b y i k r a h u |
| 10. m d a h h a š | 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:

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- 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-	sáʔlat	ráʔʔas	byitjáwwaz
	saʔált	ráʔʔasu	bitsállim
	saʔálti	raʔʔást	bisallímlí

-VV-	sáabaʔ	báadalu	bikáašfu
	mkáabir	tajdíil	maktúub
	darasúu	bišúufu	katabúu

- 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: sáʔalu šárat málik

PRONUNCIATION

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

*** 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]

LEVANTINE ARABIC

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. sáʔalu - saʔalúu-ha | 6. kasártu - kasartúu-ha |
| 2. ʔátalu - ʔatalúu-ha | 7. kamáštú - kamaštúu-hum |
| 3. kábasu - kabasúu-hum | 8. jabárti - jabartíi-ni |
| 4. dáhašu - dahasúu-na | 9. naʔálti - naʔaltíi-hum |
| 5. ʔalábtu - ʔalabtúu-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]

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L.4 FAMILIARIZATION DRILL: /uu/ and /ii/ without contrasts; note the placement of stress in these words. [On tape]

1. biknun	11. mas [?] uul	21. libyuut
2. biduur	12. ma [?] tuul	22. mluuk
3. t [?] isuu [?]	13. makbuus	23. li [?] ruuš
4. bi [?] uudu	14. ma [?] luub	24. jhuud
5. biš [?] uufu	15. manš [?] uur	25. kfuuf
6. biziidu	16. mrakkziin	26. [?] ariib
7. bitjiib	17. msakkriin	27. likbiir
8. bitš [?] iil	18. darastiilo	28. safiine
9. bitziilu	19. byistafiidu	29. [?] aliil
10. bitriidu	20. [?] aab [?] iin	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 [?] uulu	7. jdiid	12. majbuur
3. bit [?] iis	8. maksuur	13. nsiithum
4. rasuul	9. madiine	14. binfuuz
5. sabiil	10. byuu [?] af	15. byi [?] ruuha

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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 | 5. jaléena - jalléena |
| 2. baddúuha - bađúuha | 6. laháani - lahháani |
| 3. šaʔáak - šaʔáak | 7. hajúuha - hajjúuha |
| 4. haddúuha - hađúuha | 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]

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L.10 DICTATION DRILL. [On tape]

- | | | |
|--------------|-------------|---------------|
| 1. samméetak | 6. kubbáaye | 11. bakkíir |
| 2. ʔaddées | 7. waʔʔáaf | 12. kuttáab |
| 3. rassáam | 8. bawwáab | 13. raabbéetu |
| 4. tannúura | 9. durráaʔ | 14. waddúuha |
| 5. sikkíin | 10. tujjáar | 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 ***

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L.12 FAMILIARIZATION DRILL: Long consonant versus short consonant in word-initial position. [On tape]

1. ttarjame	- tarjame	11. jjaaʒ	- jaaʒ	21. ssukkaan	- sukkaan
2. ttarbiye	- tarbiye	12. jjiiraan	- jiiraan	22. ssafiir	- safiir
3. ttilmiiz	- tilmiiz	13. jjariide	- jariide	23. ssuʿaal	- suʿaal
4. ddiblumaasi	- diblumaasi	14. nnaas	- naas	24. ššaʿfe	- šaʿfe
5. ddinya	- dinya	15. nnuur	- nuur	25. ššaraf	- šaraf
6. đanab	- đdanab	16. numra	- nnumra	26. šširke	- šširke
7. zeet	- zzeet	17. nabi	- nnabi	27. ššoob	- ššoob
8. zyaara	- zzyaara	18. lahje	- llahje	28. raʿi	- rraʿi
9. zibde	- zzibde	19. liista	- lliista	29. ruusi	- rruusi
10. jawaab	- jjawaab	20. leele	- lleele	30. rutbe	- rrutbe

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 ***

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M.	Symbol	Stands for a sound like	Phonetic Description
	x	Clearing your throat to spit!	Voiceless (post) velar fricative

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 ***

LEVANTINE ARABIC

M.1 FAMILIARIZATION DRILL: /x/ versus /k/. [On tape]

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

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	6. byixfit	11. xadaš
2. byixmal	7. maxaz	12. byixsif
3. byuškur	8. bitaxtik	13. kasaf
4. naaxir	9. xatam	14. byixmiš
5. kamaš	10. byikdiš	15. bixalxil

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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 | 4. saxan - saxxan |
| 2. raxxam - raxam | 5. daxan - daxxan |
| 3. saxxar - saxar | 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 | 5. saxxartu | 8. daxxant |
| 2. baxxar | 6. naxxat | 9. saxanti |
| 3. raxamna | 7. ?axxart | 10. ?axadu |
| 4. faxxamu | | |

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

*** PLEASE STOP THE TAPE ***

N.	Symbol	Stands for a sound like	Phonetic Description
	H	Strongly whispered 'h'	Voiceless pharyngeal fricative

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, 'Hhhhhhhheey'. 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

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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 ***

LEVANTINE ARABIC

N.1 FAMILIARIZATION DRILL: /H/ versus /x/. [On tape]

- | | | |
|---------------------|-------------------------|-----------------------------|
| 1. Hibil - xibil | 21. naHal - naxal | 41. biHaddir - bixaddir |
| 2. Hatam - xatam | 22. ntaHab - ntaxab | 42. biHarrij - bixarrij |
| 3. HaraJ - xaraJ | 23. ttaHad - ttaxad | 43. biHabbir - bixabbir |
| 4. Haram - xaram | 24. naHa - naxa | 44. biHaalif - bixaalif |
| 5. Halaf - xalaf | 25. kamaH - kamax | 45. HalHal - xalxal |
| 6. xili - Hili | 26. nafax - nafaH | 46. txalxal - tHalHal |
| 7. xala? - Hala? | 27. baax - baah | 47. tbaxbax - tbaHbaH |
| 8. xabb - Habb | 28. masax - masaH | 48. bixalxil - biHalHil |
| 9. xallaf - Hallaf | 29. saax - saah | 49. byitbaxbax - byitbaHbaH |
| 10. xammas - Hammas | 30. byixbal - byiHbal | 50. byitxalxal - byitHalHal |
| 11. Halla - xalla | 31. byiHtim - byixtim | |
| 12. Haddar - xaddar | 32. byuHrum - byuxrum | |
| 13. Harraj - xarraj | 33. byiHlif - byixlif | |
| 14. Habbar - xabbar | 34. byiHmil - byixmil | |
| 15. Haalaf - xaalaf | 35. byiHar - byixar | |
| 16. saxar - saHar | 36. byuxun - byuHun | |
| 17. saxan - saHan | 37. byikmax - byikmaH | |
| 18. zaxam - zaHam | 38. bixallif - biHallif | |
| 19. naxab - naHab | 39. bixammis - biHammis | |
| 20. naxar - naHar | 40. bixalli - biHalli | |

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

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

N.4 DICTATION DRILL. [On tape]

- | | | |
|-------------|-------------|--------------|
| 1. masaH | 6. kamaHu | 11. biHaddru |
| 2. zaHam | 7. xabbarna | 12. byixtim |
| 3. nafax | 8. byuHrum | 13. naHaltu |
| 4. xallaf | 9. Harajt | 14. Hallu |
| 5. biHammis | 10. ntaxab | 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 | 4. saHar - saHHar |
| 2. saHHa? - saHa? | 5. raHam - raHHam |
| 3. maHHa - maHa | 6. naHa - naHHa |

LEVANTINE ARABIC

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 | 4. faHHamt | 7. naHHastu |
| 2. laHas | 5. kaHHalt | 8. raHHamt |
| 3. raHHabu | 6. maHa'ti | 9. naHHeena |

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 ***

PRONUNCIATION

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]

- | | | |
|-------------------|-----------------------|-------------------------|
| 1. HaJar - haJar | 16. maHal - maHal | 31. byuHzur - byuhzur |
| 2. HaJaJ - haJaJ | 17. maHan - maHan | 32. byiHzim - byihzim |
| 3. HaDar - haDar | 18. raHab - raHab | 33. byiHšim - byihšim |
| 4. HaRaS - haRaS | 19. zaHaF - zaHaF | 34. byiHmil - byihmil |
| 5. HaZar - haZar | 20. maHaK - maHaK | 35. byiJHid - byijhid |
| 6. haZam - haZam | 21. saFaH - saFaH | 36. byizhar - byizHar |
| 7. hašam - hašam | 22. naBaH - naBaH | 37. byikhil - byikHil |
| 8. haMaL - haMaL | 23. naZaH - naZaH | 38. byilhid - byilHid |
| 9. haBB - haBB | 24. šaraH - šaraH | 39. byilhim - byilHim |
| 10. haRAM - haRAM | 25. haLHaL - haLhaL | 40. byimhil - byimHil |
| 11. jaHaD - jaHaD | 26. haMHaM - haMHaM | 41. byimhin - byimHin |
| 12. zaHaR - zaHaR | 27. byuHjur - byuHjur | 42. byisfaH - byisfah |
| 13. kaHaL - kaHaL | 28. byuHduj - byuHduj | 43. biHaLHil - bihalhil |
| 14. laHaD - laHaD | 29. byuHdur - byuHdur | 44. biHaMHim - bihamhim |
| 15. laHaM - laHaM | 30. byuHrus - byuHrus | |

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

LEVANTINE ARABIC

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 | 6. byisfaHu | 11. safafna |
| 2. byuhrus | 7. habbeet | 12. byizharu |
| 3. biHalHil | 8. šaariH | 13. Hadar |
| 4. zaHarna | 9. byilHim | 14. raHabt |
| 5. byuHjur | 10. Hazamtu | 15. byihšim |

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

*** PLEASE STOP THE TAPE ***

PRONUNCIATION

O.	Symbol	Stands for a sound like	Phonetic Description
	9	a strangled vowel, or a voiced /H/	Voiced pharyngeal fricative

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 'aaaaaahhhh'; 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:

vvvvv sssss-jjjjj	jjjjj-sssss	jjj-sss-jjj-sss
sssss-zzzzz	zzzzz-sssss	zzz-sss-zzz-sss
fffff-vvvvv	vvvvv-fffff	vvv-fff-vvv-fff
ooooo-sssss	sssss-ooooo	sss-ooo-sss-ooo
hhhhh-aaaaa	aaaaa-hhhhh	aaa-hhh-aaa-hhh
HHHHH-99999	99999-HHHHH	999-HHH-999-HHH

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Practice this sound in the following nonsense syllables:

a9 a9 a9 a9a a9a a9a 9a 9a 9a ('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 characteristically 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 ***

PRONUNCIATION

0.1 FAMILIARIZATION DRILL: /9/ versus /H/. [On tape]

- | | | |
|-------------------|-----------------------|-----------------------|
| 1. 9abas - Habas | 16. zaHal - za9al | 31. byi9ma - byiHma |
| 2. 9ajaz - Hajaz | 17. zaHam - za9am | 32. byi9ni - byiHni |
| 3. 9azam - Hazam | 18. saHar - sa9ar | 33. byi9di - byiHdi |
| 4. 9afar - Hafar | 19. šaHab - ša9ab | 34. byi9lif - byiHlif |
| 5. 9imi - Himi | 20. nazaH - naza9 | 35. byi9wi - byiHwi |
| 6. Hana - 9ana | 21. ʔara9 - ʔaraH | 36. byidHar - byid9ar |
| 7. Hada - 9ada | 22. šara9 - šaraH | 37. byizHam - byiz9am |
| 8. HaraJ - 9araJ | 23. bara9 - baraH | 38. byisHar - byis9ar |
| 9. Haʔar - 9aʔar | 24. naba9 - nabaH | 39. byišHab - byiš9ab |
| 10. Halaf - 9alaf | 25. naja9 - najaH | 40. byinzaH - byinza9 |
| 11. 9ala - Hala | 26. raHraH - ra9ra9 | 41. byiʔra9 - byiʔraH |
| 12. 9imil - Himil | 27. zaHzaH - za9za9 | 42. byišra9 - byišraH |
| 13. 9awa - Hawa | 28. byiHbis - byi9bis | 43. byibra9 - byibraH |
| 14. 9aʔad - Haʔad | 29. byiHzim - byi9zim | 44. byinba9 - byinbaH |
| 15. da9ar - daHar | 30. byuHfur - byu9fur | 45. byinza9 - byinzaH |

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

0.3 RECOGNITION DRILL: Do the following contain an /9/ or a /H/? [On tape]

LEVANTINE ARABIC

0.4 DICTATION DRILL. [On tape]

- | | | |
|-------------|------------|-------------|
| 1. za9al | 6. da9arna | 11. saaHir |
| 2. bara9tu | 7. Haweetu | 12. byibra9 |
| 3. byidHaru | 8. byi9bis | 13. ša9abu |
| 4. byu9fur | 9. ʔara9 | 14. mašruu9 |
| 5. 9abasu | 10. 9imil | 15. ra9ra9 |

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

0.6 MIMICRY DRILL: /9/ versus /H/. [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 ***

PRONUNCIATION

0.7 FAMILIARIZATION DRILL: /ʒ/ versus /r/. [On tape]

- | | | |
|---------------------|------------------------|-----------------------------|
| 1. baʒad - barad | 16. badar - badaʒ | 31. byiʒjib - byirjib |
| 2. tiʒib - tirib | 17. dafar - dafaʒ | 32. byuʒkum - byurkum |
| 3. daʒas - daras | 18. damar - damaʒ | 33. byiʒdil - byirdil |
| 4. šʒib - širib | 19. nabar - nabaʒ | 34. byiʒziʔ - byirziʔ |
| 5. zaʒaʔ - zaraʔ | 20. naʔar - naʔaʒ | 35. byistaʒjil - byistarjil |
| 6. rabaʔ - ʒabaʔ | 21. šammaʒ - šammar | 36. byišrab - byišʒab |
| 7. rajal - ʒajal | 22. baššaʒ - baššar | 37. byizraʔ - byizʒaʔ |
| 8. rakam - ʒakam | 23. naffaʒ - naffar | 38. bišabbir - bišabbʒ |
| 9. radal - ʒadal | 24. jammaʒ - jammar | 39. bisajjir - bisajjʒ |
| 10. rata - ʒata | 25. naafaʒ - naafar | 40. binaafir - binaafiʒ |
| 11. ʒabba - rabba | 26. jarjar - jaʒjaʒ | 41. bibaššʒ - bibaššir |
| 12. ʒattab - rattab | 27. zarzar - zaʒzaʒ | 42. byitnawwaʒ - byitnawwar |
| 13. ʒaʔʔam - raʔʔam | 28. birabbi - biʒabbi | 43. byistabšʒ - byistabšir |
| 14. ʒammaʔ - rammaʔ | 29. birattib- biʒattib | 44. bijaʒjʒ - bijarjir |
| 15. ʒajjal - rajjal | 30. birajjil- biʒajjil | 45. bizaʒzʒ - bizarzir |

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

0.9 RECOGNITION DRILL: Do the following contain an /ʒ/ or an /r/? [On tape]

LEVANTINE ARABIC

0.10 DICTATION DRILL. [On tape]

- | | | |
|-------------|----------------|--------------|
| 1. sta9jalu | 6. 9aa?id | 11. byirdil |
| 2. stabsar | 7. byizra?u | 12. ra9adu |
| 3. 9akkeet | 8. byi9?ib | 13. byit9abu |
| 4. byu9bu? | 9. hi9aa?ib | 14. 9abbuuli |
| 5. ra??adu | 10. byit9ammal | 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 ***

PRONUNCIATION

0.12 FAMILIARIZATION DRILL: /9/ versus /ʔ/ in word-medial and word-final position. [On tape]

- | | | |
|--------------------|-----------------------|-----------------------------|
| 1. sa9al - saʔal | 16. nazaʔ - naza9 | 31. byiʔbid - byi9bid |
| 2. ja9ar - jaʔar | 17. nafaʔ - nafa9 | 32. byuʔbur - byu9bur |
| 3. na9ab - naʔab | 18. saraʔ - sara9 | 33. byiʔsa - byi9sa |
| 4. na9ar - naʔar | 19. naʔfaʔ - naʔfa9 | 34. byiʔsar - byi9sar |
| 5. na9aš - naʔaš | 20. šerraʔ - šerra9 | 35. byiʔlim - byi9lim |
| 6. naʔam - na9am | 21. ntaša9 - ntašaʔ | 36. byiʔal - byi9al |
| 7. zaʔam - za9am | 22. ntafa9 - ntafaʔ | 37. byiʔab - byi9ab |
| 8. ntaʔaš - nta9aš | 23. rtafa9 - rtafaʔ | 38. byiʔim - byi9im |
| 9. ntaʔal - nta9al | 24. stanfa9 - stanfaʔ | 39. byiʔim - byi9im |
| 10. badaʔ - bada9 | 25. trawwa9 - trawwaʔ | 40. byitʔabbad - byit9abbad |
| 11. bara9 - baraʔ | 26. taʔtaʔ - ta9ta9 | 41. byitʔassaf - byit9assaf |
| 12. raba9 - rabaʔ | 27. zaʔzaʔ - za9za9 | 42. bilaʔliʔ - bila9li9 |
| 13. rafa9 - rafaʔ | 28. raʔraʔ - ra9ra9 | 43. bišaʔšiʔ - biša9ši9 |
| 14. šara9 - šaraʔ | 29. tʔabbad - t9abbad | 44. bizaʔziʔ - biza9zi9 |
| 15. xala9 - xalaʔ | 30. tʔassaf - t9assaf | 45. biraʔriʔ - bira9ri9 |

0.13 DISCRIMINATION DRILL: /9/ versus /ʔ/ in word-medial and word-final position; 'same' or 'different'? [On tape]

0.14 RECOGNITION DRILL: Do the following contain an /9/ or a /ʔ/? [On tape]

LEVANTINE ARABIC

0.15 DICTATION DRILL. [On tape]

- | | | |
|-------------|------------|--------------|
| 1. bi9immu | 6. bitšii9 | 11. stašraʔ |
| 2. nabaʔna | 7. zara9t | 12. bi9alliʔ |
| 3. ša9bat | 8. bi9uum | 13. bašra9 |
| 4. binajj9u | 9. byiʔdim | 14. stabʔu |
| 5. fiʔrat | 10. lu9na | 15. byir9id |

0.16 MIMICRY 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 ***

PRONUNCIATION

0.17 FAMILIARIZATION DRILL: /g/ versus /ʔ/ in word-initial position.

[On tape]

- | | | |
|--------------------|---------------------|---------------------|
| 1. ʔabad - ʔabad | 11. ʔabbad - ʔabbad | 21. ʔallab - ʔallab |
| 2. ʔammar - ʔammar | 12. ʔasar - ʔasar | 22. ʔassal - ʔassal |
| 3. ʔabar - ʔabar | 13. ʔajjal - ʔajjal | 23. ʔaθθar - ʔaθθar |
| 4. ʔaad - ʔaad | 14. ʔabb - ʔabb | 24. ʔtamar - ʔtamar |
| 5. ʔallam - ʔallam | 15. ʔašar - ʔašar | |
| 6. ʔaam - ʔaam | 16. ʔajj - ʔajj | |
| 7. ʔassaf - ʔassaf | 17. ʔamman - ʔamman | |
| 8. ʔilim - ʔilim | 18. ʔaššar - ʔaššar | |
| 9. ʔazzar - ʔazzar | 19. ʔamm - ʔamm | |
| 10. ʔadd - ʔadd | 20. ʔasa - ʔasa | |

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

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

LEVANTINE ARABIC

0.20 DICTATION DRILL. [On tape]

- | | | |
|-------------|-------------|------------|
| 1. ʔaasfe | 6. 9abbadu | 11. 9imlu |
| 2. 9aamil | 7. ʔaṣṣarat | 12. 9uuʔ |
| 3. ʔaamir | 8. 9ammru | 13. 9iddu |
| 4. 9allmiha | 9. 9uulhum | 14. ʔumtu |
| 5. 9udna | 10. ʔirbat | 15. 9illna |

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 /ʕ/, there is sometimes confusion between the /ʕ/ and the combination of /ʔaʕ-/ 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 /ʔaʕ - tam/ and /ʕa - tam/. In the first word, there is the /a/ vowel which glides into the /ʕ/, whereas in the second the syllable begins with the /ʕ/ directly.

*** PLEASE START THE TAPE HERE ***

PRONUNCIATION

0.22 FAMILIARIZATION DRILL: /ʔa9-/ versus /9-/ in word-initial position.

[On tape]

- | | | |
|-------------------|--------------------|--------------------|
| 1. ʔa9tam - 9atam | 6. 9adal - ʔa9dal | 11. ʔa9ša - 9aša |
| 2. ʔa9jab - 9ajab | 7. 9araj - ʔa9raj | 12. ʔa9aff - 9aff |
| 3. ʔa9jaz - 9ajaz | 8. 9araʔ - ʔa9raʔ | 13. ʔa9ʔad - 9aʔad |
| 4. ʔa9jam - 9ajam | 9. 9azz - ʔa9azz | 14. ʔa9laʔ - 9alaʔ |
| 5. ʔa9add - 9add | 10. 9azal - ʔa9zal | 15. ʔa9mad - 9amad |

0.23 DISCRIMINATION DRILL: /ʔa9-/ versus /9-/ in word-initial position;

'same' or 'different'? [On tape]

0.24 RECOGNITION DRILL: Do the following contain /ʔa9-/ or /9-/ in word-

initial position? [On tape]

0.25 DICTATION DRILL. [On tape]

- | | | |
|-----------|-----------|------------|
| 1. ʔa9zal | 5. 9ajaz | 9. 9ajab |
| 2. 9add | 6. 9ajam | 10. ʔa9ʔad |
| 3. ʔa9azz | 7. ʔa9šaʔ | |
| 4. ʔa9raʔ | 8. ʔa9mad | |

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0.26 MIMICRY DRILL: /ʔa9-/ 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 | 11. zara9 - zara | 21. bišajj19 - bišajji |
| 2. bada9 - bada | 12. sara9 - sara | 22. birawwi9 - birawwi |
| 3. jara9 - jara | 13. saʔa9 - saʔa | 23. bisamma9 - bisamma |
| 4. dafa9 - dafa | 14. baʔʔa9 - baʔʔa | 24. biwaddi9 - biwaddi |
| 5. rij19 - riji | 15. badda9 - badda | 25. byitšajja9 - byitšajja |
| 6. rafa - rafa9 | 16. bijarri - bijarri9 | 26. trajja - trajja9 |
| 7. šafa - šafa9 | 17. bidalli - bidalli9 | 27. tamma - tamma9 |
| 8. šara - šara9 | 18. bidarri - bidarri9 | 28. tsaama - tsaama9 |
| 9. naza - naza9 | 19. birabbi - birabbi9 | 29. štara - štara9 |
| 10. nafa - nafa9 | 20. bišarri - bišarri9 | 30. stanfa - stanfa9 |

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PRONUNCIATION

0.28 DISCRIMINATION DRILL: 'Vowel + /g/' versus 'vowel only' in word-final position; 'same' or 'different'? [On tape]

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

0.30 DICTATION DRILL. [On tape]

- | | | |
|------------|-------------|----------------|
| 1. raaji9 | 6. byizra9 | 11. mšajji9 |
| 2. naazi | 7. bibaddi9 | 12. štara |
| 3. byidfa9 | 8. mba??i | 13. bisammi |
| 4. nafa | 9. birabbi9 | 14. byitrajja9 |
| 5. jara9 | 10. darra9 | 15. bitwaddi9 |

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

*** PLEASE STOP THE TAPE ***

P.	Symbol	Stands for a sound like	Phonetic Description
	ɣ	the way some people gargle; or /x/ with voicing added	Voiced velar fricative

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The /r/ (Arabic rayn) 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:

vvvvv sssss-jjjjj	jjjjj-sssss vvvvv	jjj-sss-jjj-sss vvv
sssss-zzzzz	zzzzz-sssss	zzz-sss-zzz-sss
fffff-vvvvv	vvvvv-fffff	vvv-fff-vvv-fff
00000-00000	00000-00000	000-000-000-000
hhhhh-aaaaa	aaaaa-hhhhh	aaa-hhh-aaa-hhh
xxxxx-yyyyy	yyyyy-xxxxx	yyy-xxx-yyy-xxx

Also practice this sound in the following frames:

yyy-aaa	aaa-yyy	aaa-yyy-aaa-yyy
---------	---------	-----------------

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

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

*** PLEASE START THE TAPE HERE ***

PRONUNCIATION

P.1 FAMILIARIZATION DRILL: Arabic /ɾ/ versus American /g/. [On tape]

- | | | |
|------------------------|--------------------------|-------------------------|
| 1. ɾamad | 6. šayal | 11. faray |
| 2. ɾala | 7. bayā | 12. nabay |
| 3. ɾiši | 8. stayrab | 13. ballay |
| 4. ɾafar | 9. byuybur | 14. byifray |
| 5. ɾallaf
- - - - - | 10. byibyat
- - - - - | 15. laylay
- - - - - |

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

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

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

*** PLEASE STOP THE TAPE ***

Once the basic idea of the /ɾ/ 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

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particular attention to making and maintaining this voiced-voiceless contrast.

*** PLEASE START THE TAPE HERE ***

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

- | | | |
|---------------------|-------------------------|-------------------------|
| 1. ɣamad - xamad | 11. biɣallif - bixallif | 21. ɣalyal - xalxal |
| 2. ɣala - xala | 12. biɣayyim - bixayyim | 22. ɣarɣar - xarxar |
| 3. ɣiši - xiši | 13. biɣayyir - bixayyir | 23. biɣalyil - bixalxil |
| 4. ɣafer - xafer | 14. biɣalli - bixalli | 24. biɣaryir - bixarxir |
| 5. ɣabb - xabb | 15. biɣarrib - bixarrib | |
| 6. xaar - ɣaar | 16. byixmid - byiyid | |
| 7. xaff - ɣaff | 17. byixla - byiyla | |
| 8. xaab - ɣaab | 18. byuxfur - byuyfur | |
| 9. xarr - ɣarr | 19. byixlib - byiylib | |
| 10. xabbar - ɣabbar | 20. bixubb - biyubb | |

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

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

PRONUNCIATION

P.8 DICTATION DRILL: [On tape]

- | | | |
|------------|--------------|--------------|
| 1. yaamid | 6. yaleet | 11. xarxaru |
| 2. mxarrij | 7. biyarrbu | 12. yišu |
| 3. mayfuur | 8. bixubbu | 13. yarreena |
| 4. byixtim | 9. yaffat | 14. yayvirha |
| 5. yaayir | 10. biyarri? | 15. byixmid |

P.9 MIMICRY DRILL: /r/. [On tape]

P.10 MIMICRY DRILL: /r/ versus /x/. [On tape]

*** PLEASE STOP THE TAPE ***

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

*** PLEASE START THE TAPE HERE ***

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P.11 FAMILIARIZATION DRILL: /r/ versus /r/. [On tape]

- | | | |
|--------------------|-------------------------|-------------------------|
| 1. ʔasal - rasal | 11. byiʔmid - byirmid | 21. ʔara - raya |
| 2. ʔafal - rafal | 12. byiʔsil - byirsil | 22. ʔamyam - ramram |
| 3. ʔamad - ramad | 13. byiʔmiz - byirmiz | 23. ʔaryar - rayray |
| 4. ʔamaz - ramaz | 14. byiʔmis - byirmis | 24. ʔarrab - rayrab |
| 5. ʔamas - ramas | 15. biʔuṣṣ - biruṣṣ | 25. ʔarra - rayra |
| 6. raṣṣ - ʔaṣṣ | 16. birubb - biʔubb | 26. byiʔri - byiri |
| 7. rabb - ʔabb | 17. birammid - biʔammid | 27. biramrim - biʔamrim |
| 8. rammad - ʔammad | 18. byiʔfil - byiʔfil | 28. birayriʔ - biʔayriʔ |
| 9. raab - ʔaab | 19. byiʔwi - byiʔwi | 29. birayrib - biʔarrib |
| 10. rawa - ʔawa | 20. biriib - biʔiib | 30. birayri - biʔarri |

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

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

P.14 DICTATION DRILL. [On tape]

- | | | |
|-------------|-------------|--------------|
| 1. byiʔmiʔ | 6. ʔayyib | 11. birabbu |
| 2. ṣirbat | 7. byiʔfil | 12. byuyrub |
| 3. ʔamis | 8. rayrabu | 13. ʔaryarat |
| 4. rattabat | 9. byudrus | 14. baylib |
| 5. biʔallʔu | 10. myamrim | 15. birayriʔ |

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P.15 MIMICRY DRILL: /ɣ/ versus /r/. [On tape]

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

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

- | | | |
|----------------------|-----------------------|-----------------------|
| 1. ɣazal - ɣazal | 11. nabay - nabaɣ | 21. byifɣay - byifraɣ |
| 2. ɣamad - ɣamad | 12. raay - raaɣ | 22. biruuy - biruuɣ |
| 3. ɣamar - ɣamar | 13. ballay - ballaɣ | 23. rayɣay - raɣraɣ |
| 4. ɣafar - ɣafar | 14. byiɣzil - byiɣzil | 24. zaɣzaɣ - zaɣzaɣ |
| 5. šayar - šaɣar | 15. byiɣmid - byiɣmid | 25. laylay - laɣlaɣ |
| 6. šaɣal - šayal | 16. byuɣbur - byuɣbur | |
| 7. baɣat - bayat | 17. byuɣfur - byuɣfur | |
| 8. raɣa - raya | 18. byušɣur - byušɣur | |
| 9. staɣrab - stayrab | 19. byišɣil - byišɣil | |
| 10. faraɣ - faray | 20. byibɣat - byibrat | |

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

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

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P.19 DICTATION DRILL. [On tape]

- | | | |
|--------------|-------------|----------------|
| 1. mballiy | 6. faariy | 11. mayluub |
| 2. byuṣ9ur | 7. biyasslu | 12. ʔa9la |
| 3. rayeetu | 8. mrayrib | 13. byifrayu |
| 4. yazlat | 9. fara9na | 14. ba9atuulak |
| 5. mista9rib | 10. ruyt | 15. birayriy |

P.20 MIMICRY DRILL: /ɾ/ versus /ʕ/. [On tape]

*** PLEASE STOP THE TAPE ***

Q.	Symbol	Stands for a sound like	Phonetic Description
	q	'k' sound in 'caught' but further back in the throat	Voiceless uvular stop

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

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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. biqabbil - bikabbil |
| 3. qabal - kabal | 13. baqar - bakar | 23. biqattil - bikattil |
| 4. qatal - katal | 14. raqad - rakad | 24. biqaššir - bikaššir |
| 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. byuHruk - byuHruq |
| 9. kašar - qašar | 19. barak - baraq | 29. byuftuk - byuftuq |
| 10. kafar - qafar | 20. nahak - nahaq | 30. kaškaš - qaškaš |

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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 | 6. waqqafat | 11. muwaafaqa |
| 2. Hakmat | 7. taqaddumi | 12. rukkaab |
| 3. qaahira | 8. maqsum | 13. biduqqu |
| 4. qaamu | 9. byibku | 14. staqarrat |
| 5. kuttaab | 10. bibaqbiq | 15. qahqahat |

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

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

*** PLEASE STOP THE TAPE ***

R. VELARIZATION

Levantine Arabic (and, for that matter, virtually all known dialects of Arabic) has a phenomena which is called 'emphasis' or, alternatively,

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'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 $\text{ṭ} - t$, $\text{ḍ} - d$, $\text{ṣ} - s$, and $\text{ẓ} - z$, 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 ṭ , ḍ , ṣ , or ẓ 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

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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]

- | | | |
|---------------------|---------------------|---------------------|
| 1. şalab - salab | 16. đaras - daras | 31. zabaţ - zabat |
| 2. şamad - samad | 17. đall - dall | 32. ţamm - tamm |
| 3. başam - basam | 18. rađi - radi | 33. ţarraH - tarraH |
| 4. malaş - malas | 19. berađ - barad | 34. baţţal - battal |
| 5. waşwaş - waswas | 20. farađ - farad | 35. raţţab - rattab |
| 6. sabb - şabb | 21. dađđ - đađđ | 36. sattar - saţţar |
| 7. sadd - şadd | 22. damm - đamm | 37. Hattam - Haţţam |
| 8. sakk - şakk | 23. dala9 - đala9 | 38. fattaH - faţţah |
| 9. salla - şalla | 24. đarrab - đarrab | 39. zall - źall |
| 10. sabaH - şabaH | 25. badda9 - bađđa9 | 40. zahar - źahar |
| 11. şabay - sabay | 26. Hađđađ - Haddad | |
| 12. şafaH - safah | 27. Hađđar - Haddar | |
| 13. şafaʔ - safaʔ | 28. ʔaʔʔaʔ - taʔtaʔ | |
| 14. şaʔa9 - saʔa9 | 29. saţar - satar | |
| 15. şarraH - sarraH | 30. faţar - fatar | |

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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. ɟajju | 6. ʂa'a9 | 11. mnazɟim |
| 2. ʂaraHu | 7. Haɟɟamu | 12. ɟalabna |
| 3. ɟalleet | 8. ɟahar | 13. nizlu |
| 4. fataHtu | 9. darasu | 14. byiɟba9 |
| 5. baɟɟal | 10. sammu | 15. waɟafu |

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

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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. faaḍ | - faad | 11. biṣiib | - bisiib | 21. biṣuuy | - bisuuy |
| 2. ṣaad | - saad | 12. biṭiiH | - bitiH | 22. biṭuuq | - bituuq |
| 3. ṣaarat | - saarat | 13. bifiiḍ | - bifiiḍ | 23. biḍuur | - biduur |
| 4. ḍaamu | - daamu | 14. biṣiir | - bisiir | 24. biʔuuḍ | - biʔuud |
| 5. Haafiṣ | - Haafiz | 15. bibiiḍ | - bibiid | 25. maṭbuu9 | - matbuu9 |
| 6. saaHib | - ṣaaHib | 16. bisiiH | - biṣiiH | 26. mansuub | - maṣuub |
| 7. faadi | - faaḍi | 17. nasiib | - naṣiib | 27. mastuur | - maṣtuur |
| 8. Haamid | - Haamiḍ | 18. fariide | - fariide | 28. zhuur | - ḡhuur |
| 9. mazaahir | - maṣaahir | 19. taxsiis | - taxṣiiṣ | 29. futuur | - fuṭtuur |
| 10. nassaab | - naṣṣaab | 20. taHdiir | - taḤdiir | 30. furuud | - furuuḍ |

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]

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R.9 DICTATION DRILL. [On tape]

- | | | |
|------------|------------------|----------------|
| 1. ṭaalib | 6. bibiḡu | 11. rattabuuli |
| 2. ṣinaa9a | 7. tiin | 12. ʔa9ṭaak |
| 3. baasim | 8. rafaḡuuli | 13. ntazaruuk |
| 4. tafzi19 | 9. mawḡuu9 | 14. biṣiiru |
| 5. naṣiib | 10. byiHfazuulak | 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 ṭ, ḡ, 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 /ṭ ḡ 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 ***

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R.11 FAMILIARIZATION DRILL: 'Velarization'; no contrasts. [On tape]

- | | | |
|-----------|--------------|--------------|
| 1. rəʃH | 6. nʃəlla | 11. rəbb |
| 2. rəʃviH | 7. tʃərafna | 12. ʃəʃ |
| 3. bəʃar | 8. sʃalla | 13. ləmbə |
| 4. ʔərə | 9. ʃəʃraʃt | 14. vəlləʃhi |
| 5. ʃəʃra | 10. ʃəʃraʃti | |

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:

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faahim +e-e → faahme
ʔasʔilit + -o → ʔasʔilto
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 | 11. Haasib | + -iin |
| 2. mwaʔʔif | + -e | → | mwaʔʔfe | 12. mitʔaamir | + -iin |
| 3. msaafir | + -e | | | 13. xaatim | + -iin |
| 4. mitʔaxxir | + -e | | | 14. mnazzil | + -iin |
| 5. mitjawwiz | + -e | | | 15. ʔaʔʔis | + -iin |
| 6. myammid | + -e | | | 16. mitnaʔʔil | + -iin |
| 7. ʔaariH | + -a | | | 17. baari9 | + -iin |
| 8. 9aamil | + -e | | | 18. myayyir | + -iin |
| 9. mdaxxil | + -e | | | 19. yaamid | + -iin |
| 10. ʔaa9il | + -e | | | 20. m9allim | + -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.

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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]

1. ʔásʔilit-	+ -i	→ ʔasʔílti	11. málfazít-	+ -ik
2. ziyáarit-	+ -i	→ ziyáarti	12. máktabit-	+ -ik
3. ʔustáazit-	+ -i		13. šáʔʔit-	+ -ik
4. Hábbit-	+ -i		14. wazíjjit-	+ -ik
5. Hukúumit-	+ -i		15. xáalit-	+ -ik
6. jnéenit-	+ -ak		16. mámlakit-	+ -o
7. madíinit-	+ -ak		17. másʔalit-	+ -o
8. mádrasit-	+ -ak		18. niháayit-	+ -o
9. natíijit-	+ -ak		19. wasíilit-	+ -o
10. sáa9it-	+ -ak		20. wiláayit-	+ -o

*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.).

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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. fíhim + -at → fíhmat | 11. bitsállim + -i |
| 2. nízil + -at → nízlat | 12. bitráafi? + -i |
| 3. ríji9 + -at | 13. bitsáafir + -i |
| 4. šírīb + -at | 14. bitnáššif + -i |
| 5. tǐlǐ9 + -at | 15. bit9ájjil + -i |
| 6. wíʔif + -u | 16. bišámmi9 + -u |
| 7. 9ímil + -u | 17. bi9állim + -u |
| 8. wǐšǐl + -u | 18. biyállif + -u |
| 9. 9írif + -u | 19. biyáyyir + -u |
| 10. wǐji9 + -u | 20. biyárrīb + -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 /šǐHHit-/ give the following (the -VCC- nearest the end of the word being underlined):

šǐHHit- + -o → šǐHHto

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ʃiHHit- + -hum → ʃiHHithum

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

maktúb + -o → maktúbo

maktúb + -hum → maktúbhum

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

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<u>Base Form</u>	+ -o	+ -hum
şihhit-	1. şihhto	şihhithum
madîinit-	2. madiinto	madiinithum
wilâayit-	3. wilaayto	wilaayithum
niháayit-	4. nihaayto	nihaayithum
mádrasit-	5. madrasto	madrasithum
	+ -i	+ -na
sáa9it-	6. saa9ti	saa9itna
wəz̄jifit-	7. wəz̄jifti	wəz̄jifitna
šáʔʔit-	8. šaʔʔti	šaʔʔitna
binaayit-	9. binaayti	binaayitna
xáalit-	10. xaalti	xaalitna
	+ -ak	+ -ha
máktab	11. maktabak	maktabha
fúrəş	12. fyrəşak	fyrəşha
m9állim	13. m9allmak	m9allimha
ʔálam	14. ʔalamak	ʔalamha
madáaris	15. madaarsak	madaarisha
	+ -ik	+ -kum
márja9	16. marja9ik	marja9kum
makaatib	17. makaatbik	makaatibkum
mətbəx	18. mətbəxik	mətbəxkum
məsrəf	19. məsrəfik	məsrəfkum
nataayij	20. nataayjik	nataayijkum

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*** PLEASE START THE TAPE HERE ***

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., /mʕallme, ʕihhto/) 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:

ʔism + -hum → *ʔismhum → ʔisimhum

across word boundaries:

miš + ktiir → *mišktiir → miš iktiir

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

In the following words, mark the stress according to the rules given in

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Section L, then underline the three consonant cluster, and finally insert the underlined /l/:

1. ? a h l k u m

2. ? i s m h u m

3. b y y s r y f l k u m

4. b t i r a f l n a

5. b a k t u b l k u m

6. s s r l b u m

7. ? a a l a t l h a

8. f s d l k u m

9. d a l l a t l h a

10. k a t b a t l k u m

*** PLEASE START THE TAPE HERE ***

S.5 READING DRILL: Inserted /l/. 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

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cluster, and then insert the /i/:

- | | | | |
|-----------------|-------------------|------------------|-------------------|
| 1. l- + ktaab | → l k t a a b | 11. l- + kbaar | → l k b a a r |
| 2. l- + ?laal | → l ? l a a l | 12. l- + byuut | → l b y u u t |
| 3. l- + wlaad | → l w l a a d | 13. l- + ?muur | → l ? m u u r |
| 4. l- + ?laam | → l ? l a a m | 14. l- + m?addme | → l m ? a d d m e |
| 5. l- + bwaab | → l b w a a b | 15. l- + fraaš | → l f r a a š |
| 6. l- + blaad | → l b l a a d | | |
| 7. l- + Hbuub | → l H b u u b | | |
| 8. l- + kbifir | → l k b i i r | | |
| 9. l- + m9allim | → l m 9 a l l i m | | |
| 10. l- + ?ruuš | → l ? 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

PRONUNCIATION

previously (i.e., miš + ktiir → miš iktiir):

1. ?awwal, mbaariH → ?awwal imbaariH
2. sitt-, sniin
3. kiif, lHaal
4. mniH, lHamdilla
5. ?ahl, lbeet
6. ṭabiib, snaan
7. miš, ktiir
8. ween, lbeet
9. libyuut, kbiire
10. mumkin, tʔulli
11. laazim, tliff
12. ṭariʔ, lʔuds
13. ṭuruʔ, kbiire
14. biddak, tkuun
15. mniʔdar, nruuH

*** PLEASE START THE TAPE HERE ***

S.7 READING DRILL: Inserted /i/. 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 ***

LEVANTINE ARABIC

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 - xéer

huwwe, byuktub → huw - web - yúk - 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 | 11. huwwe, jdiid |
| 2. yalla, bxatrak | 12. humme, 'raab |
| 3. hiyye, btudrus | 13. haada, kbiir |
| 4. maa, 'dirt | 14. ssaa9a, m'axxre |
| 5. btismaHli, bsu'aal | 15. maa, mšiina |
| 6. halmadrace, mniiHa | 16. hiyye, m9allme |
| 7. hajjneene, zyire | 17. humme, mwazafiin |
| 8. humme, 'laal | 18. xalliina, nšuufak |
| 9. masa, nnuur | 19. maa, rji9t |
| 10. fiiki, tšuufi | 20. biddo, ktaab |

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*** PLEASE STOP THE TAPE ***