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

Introduction to Pronunciation

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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JAMES A. SNOW
FOREIGN SERVICE INSTITUTE
WASHINGTON, D.C.
1971
PREFACE

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

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

James R. Frith
Dean
School of Language Studies
Foreign Service Institute
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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,

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

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

The /ð/ 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

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

*** PLEASE START THE TAPE HERE ***

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

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

1. jeep 5. judge 9. jet
2. jab 6. jam 10. James
3. joke 7. jay 11. jib
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

| ⌜ | '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: /ɛ/ versus /s/. [On tape]

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

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>šook</td>
<td>1.</td>
</tr>
<tr>
<td>šeet</td>
<td>2.</td>
</tr>
<tr>
<td>šare</td>
<td>3.</td>
</tr>
<tr>
<td>sort</td>
<td>4.</td>
</tr>
<tr>
<td>šore</td>
<td>5.</td>
</tr>
<tr>
<td>širt</td>
<td>6.</td>
</tr>
<tr>
<td>seen</td>
<td>7.</td>
</tr>
<tr>
<td>šart</td>
<td>8.</td>
</tr>
<tr>
<td>sam</td>
<td>9.</td>
</tr>
<tr>
<td>šed</td>
<td>10.</td>
</tr>
<tr>
<td>šut</td>
<td>11.</td>
</tr>
<tr>
<td>bass</td>
<td>12.</td>
</tr>
<tr>
<td>čas</td>
<td>13.</td>
</tr>
<tr>
<td>puš</td>
<td>14.</td>
</tr>
<tr>
<td>daš</td>
<td>15.</td>
</tr>
<tr>
<td>diš</td>
<td>16.</td>
</tr>
<tr>
<td>fisš</td>
<td>17.</td>
</tr>
<tr>
<td>aš</td>
<td>18.</td>
</tr>
</tbody>
</table>

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

*** PLEASE STOP THE TAPE ***
PRONUNCIATION

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

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

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

Note that, though you will never be misunderstood if you substitute the English alveolar sounds into Levantine Arabic, the dental sounds will help you make other sounds in the language more easily and more nearly correctly. It is for this reason that they are important.
### LEVANTINE ARABIC

**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:

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

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

<table>
<thead>
<tr>
<th>E.</th>
<th>Symbol</th>
<th>Stands for a sound like the American English sound</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>'l' in 'William', but not the 'l' in 'call'</td>
<td>'High tongue' dental lateral</td>
<td></td>
</tr>
</tbody>
</table>

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

\[ l^\_\_\_\_ \quad l^\_\_\_\_ \quad l^\_\_\_\_ \quad l^\_\_\_\_ \]

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 ***
**LEVANTINE ARABIC**

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

<table>
<thead>
<tr>
<th>Arabic Pronunciation</th>
<th>American Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eel</td>
<td>zeal</td>
</tr>
<tr>
<td>2. ill</td>
<td>sill</td>
</tr>
<tr>
<td>3. ill</td>
<td>sell</td>
</tr>
<tr>
<td>4. ale</td>
<td>sale</td>
</tr>
<tr>
<td>5. Al</td>
<td>Sal</td>
</tr>
<tr>
<td>6. spool</td>
<td>cool</td>
</tr>
<tr>
<td>7. bull</td>
<td>full</td>
</tr>
<tr>
<td>8. coal</td>
<td>sole</td>
</tr>
</tbody>
</table>

1. deal
2. dill
3. tell
4. nail
5. Nell
6. tool
7. pull
8. knoll

### E.2 DISCRIMINATION DRILL: The Arabic (or 'high-tongue') 1 versus the American (or 'low-tongue') 1; '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 1' or the 'American 1'? [On tape]

(In all Recognition Drills the student is required to recognize a given set of sounds or sequences of sounds whenever he hears them. The sounds to be recognized are announced at the beginning of the drill.)
PRONUNCIATION

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 I noted above.

**DO NOT FORGET THE DENTAL SOUNDS WHERE APPROPRIATE!**

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

*** PLEASE STOP THE TAPE ***

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

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

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

*** PLEASE START THE TAPE HERE ***
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. dafāṣ 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. nasa
6. hamaz 16. kamas
7. badal 17. natsaj 26. haja
8. jadaf 18. jadal 27. bana
9. kasam 19. damaj 28. jala
10. hadam 20. hazal 29. baka

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: jámel; náfes; dánab; sábek; kátəb. Though
you will rarely be misunderstood if you substitute this \( \ddot{a} \) sound into Arabic, you will help to remove an unpleasant (to Arab ears) part of an American accent if you can learn to maintain the proper /a/ quality in unstressed positions. Drills F.3, F.4, and F.5 use the same list of words as noted above in drill F.1.

*** PLEASE START THE TAPE HERE ***

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

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

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

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

*** PLEASE START THE TAPE HERE ***

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

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

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

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]

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>byifṣal</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>katabti</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>byinzal</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>byimsik</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>nizil</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>fata</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>mīsi</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>bidi</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>bilimm</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>jadalti</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>libsat</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>šilti</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>bidna</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>hiblat</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>bakat</td>
<td></td>
</tr>
</tbody>
</table>

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

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

[On tape]

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ꙉльт</td>
<td>8.</td>
</tr>
<tr>
<td>2.</td>
<td>ꙉьムt</td>
<td>9.</td>
</tr>
<tr>
<td>3.</td>
<td>ꙉفلسطين</td>
<td>10.</td>
</tr>
<tr>
<td>4.</td>
<td>ꙉفزt</td>
<td>11.</td>
</tr>
<tr>
<td>5.</td>
<td>ꙉнут</td>
<td>12.</td>
</tr>
<tr>
<td>6.</td>
<td>ꙉك̣̄lu</td>
<td>13.</td>
</tr>
<tr>
<td>7.</td>
<td>ꙉفلسطينtu</td>
<td>14.</td>
</tr>
</tbody>
</table>

### 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]

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nizlu</td>
<td>1.</td>
<td>ꙉ_zḹ_</td>
</tr>
<tr>
<td>baskun</td>
<td>2.</td>
<td>ꙉḅ̄sḳ̄ṇ̄</td>
</tr>
<tr>
<td>byilbasu</td>
<td>3.</td>
<td>ꙉbỵ̄lḅ̄ṣ̌̄_</td>
</tr>
<tr>
<td>ꙉفلسطينti</td>
<td>4.</td>
<td>ꙉṣ̌̄fṭ̄_</td>
</tr>
<tr>
<td>libsu</td>
<td>5.</td>
<td>ꙉḹbṣ̄_</td>
</tr>
</tbody>
</table>

### F.12 MIMICRY DRILL: \(/u/\). DO NOT FORGET TO MIMIC THE PROPER QUALITY OF THE VOWELS.  

[On tape]
F.13 READING DRILL: Read the words from Drill F.10 above immediately following the appropriate number; your reading will be confirmed, or corrected, on the tape, with a space immediately following for mimicry. [On tape]

*** PLEASE STOP THE TAPE ***

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

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

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

<table>
<thead>
<tr>
<th>Arabic</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>karab</td>
<td>byikrib</td>
</tr>
<tr>
<td>barad</td>
<td>byubrud</td>
</tr>
<tr>
<td>baraz</td>
<td>byibriz</td>
</tr>
<tr>
<td>barak</td>
<td>byibrik</td>
</tr>
<tr>
<td>baram</td>
<td>byubrum</td>
</tr>
<tr>
<td>širib</td>
<td>byišrab</td>
</tr>
<tr>
<td>šarad</td>
<td>byušrud</td>
</tr>
<tr>
<td>maras</td>
<td>byimris</td>
</tr>
<tr>
<td>daras</td>
<td>byudrus</td>
</tr>
<tr>
<td>maran</td>
<td>byimrin</td>
</tr>
<tr>
<td></td>
<td>byurbut</td>
</tr>
<tr>
<td></td>
<td>byurbuk</td>
</tr>
<tr>
<td></td>
<td>byurtum</td>
</tr>
<tr>
<td></td>
<td>byurđum</td>
</tr>
<tr>
<td></td>
<td>byirsil</td>
</tr>
<tr>
<td></td>
<td>byiršid</td>
</tr>
<tr>
<td></td>
<td>byirfid-</td>
</tr>
<tr>
<td></td>
<td>byiršim</td>
</tr>
<tr>
<td></td>
<td>byirkiz</td>
</tr>
<tr>
<td></td>
<td>byirfil</td>
</tr>
</tbody>
</table>

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

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

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

1. marsat  6. marantu  11. barzat
2. šaraku  7. byuṣrud  12. šaradna
3. byudrus  8. babrum  13. babrik
4. baradna  9. karabti  14. byiṣrabu
5. širbat  10. byuṣruk  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. raṣad  15. rakan

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

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

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

G.10 DICTATION DRILL. [On tape]

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

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

1. kibir 8. šakar 15. byubtur
2. kafar 9. dabar 16. byuzkur
3. jabar 10. zafar 17. byubdūr
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. byubdūr 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
**PRONUNCIATION**

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**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Stands for a sound like the syllables 'oh, oh, oh!'</th>
<th>Glottal stop</th>
</tr>
</thead>
</table>

*The symbol /?/ 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.

*** PLEASE START THE TAPE HERE ***

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 ***
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. naʔaʔ - naʔa       12. zana - zanaʔ
3. faʔar - faʔar      8. nafaʔ - nafa        13. rafa - rafaʔ
4. raʔad - raʔad      9. nahaʔ - naha         14. rama - ramaʔ
5. naʔal - naʔal      10. baraʔ - bara      15. staʔra - staʔraʔ

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

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

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

H.5 DICTATION DRILL. [On tape]

1. šaraʔ             6. baʔarat             11. faʔaru
2. saʔalat           7. rafaʔu               12. naʔal
3. naʔaʔu            8. fataʔ                13. nafʔat
4. laʔam             9. naʔbat                14. ramaʔu
5. naʔamu            10. sabaʔ                15. faʔdat
H.6 MIMICRY DRILL: *// in word-medial and word-final positions; no contrasts.

[On tape]

H.7 DICTATION DRILL. [On tape]
1. bi'i 6. za?za?
15. byumru?

*** PLEASE STOP THE TAPE ***

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

*** PLEASE START THE TAPE HERE ***

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>?abar</td>
<td>8.</td>
</tr>
<tr>
<td>2.</td>
<td>?amar</td>
<td>9.</td>
</tr>
<tr>
<td>3.</td>
<td>?awa</td>
<td>10.</td>
</tr>
<tr>
<td>4.</td>
<td>?irib</td>
<td>11.</td>
</tr>
<tr>
<td>5.</td>
<td>?idim</td>
<td>12.</td>
</tr>
<tr>
<td>7.</td>
<td>?alab</td>
<td>14.</td>
</tr>
<tr>
<td>15.</td>
<td>?atalt</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>?alabti</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>?arat</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>?asamna</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>?idru</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>?idmat</td>
<td></td>
</tr>
</tbody>
</table>

**H.9 DICTATION DRILL. [On tape]**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>?alab</td>
<td>6.</td>
</tr>
<tr>
<td>2.</td>
<td>?idmu</td>
<td>7.</td>
</tr>
<tr>
<td>3.</td>
<td>?idrat</td>
<td>8.</td>
</tr>
<tr>
<td>5.</td>
<td>?awat</td>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
<td>?abar</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>?arat</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>?alabna</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>?amaru</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>?atalt</td>
<td></td>
</tr>
</tbody>
</table>
H.10 MIMICRY DRILL: /ʔ/ in word-initial and word-medial position. [On tape]

1. ?abar - byu?bur
2. ?amar - byu?mur
3. ?awa - byi?wi
4. ?irib - byi?rab
5. ?idim - byi?dim
6. ?atal - byu?tul
7. ?alab - byi?lib
8. ?ara - byi?ra
9. ?asam - byi?sim
10. ?idir - byi?dar

*** PLEASE STOP THE TAPE ***

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

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Stands for</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
<td>'h' in 'hat'</td>
<td>Glottal fricative</td>
</tr>
</tbody>
</table>

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. raan - rahan 14. nahab - naab
3. bahal - baal 9. saam - saham 15. na'ad - naad
4. jahad - jaad 10. šaar - šahar 16. nahal - naal
5. dahas - daas 11. šaa' - šaha' 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]
I.5 DICTATION DRILL. [On tape]

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

I.6 MIMICKY 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 - ṭabar 8. baʔal - bahal 15. ṭalʔal - halhal
2. hawa - ṭawa 9. nahab - naʔab 16. byuʔbur - byuhbur
3. hara - ṭara 10. nahar - naʔar 17. byihwi - byiʔwi
4. hibil - ṭibil 11. nahaʔ - naʔaʔ 18. byihbal - byiʔbal
5. ṭamar - hamar 12. naham - naʔam 19. byuhmur - byuʔmur
6. ṭamez - hamaz 13. naʔa - naha 20. byihmiz - byiʔmiz
7. baʔar - bahar 14. ṭamʔam - hamham

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

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

I.11 DICTATION DRILL. [On tape]
1. nahrat       6. byuhzur       11. byihmiz
2. byinhalu     7. nahadu        12. byisharu
3. byihmis      8. bahbalu       13. bahartu
4. bahlat       9. nahabna       14. byinhas
5. šahartu      10. byihwi       15. byuhdur

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

I.13 FAMILIARIZATION DRILL: /h/ in word-final position; no contrasts.
[On tape]
1. badah - byibdah       5. kirih - byikrah
2. nakah - byinkah       6. ntabah - byintbih
3. kibih - byikbih       7. ?abdah - byibdah
4. nabah - byinbah       8. tahtah - bitahtih
I.14 MIMICRY DRILL: /h/ in all positions. [On tape]

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

*** PLEASE STOP THE TAPE ***

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

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>'dd'</td>
<td>'mad dog'</td>
</tr>
<tr>
<td>'tt'</td>
<td>'cat tea'</td>
</tr>
<tr>
<td>'kk'</td>
<td>'sick kid', etc.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>No.</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>hajja</td>
<td>6.</td>
<td>jabartu</td>
</tr>
<tr>
<td>2.</td>
<td>jaddaft</td>
<td>7.</td>
<td>?as?aru</td>
</tr>
<tr>
<td>3.</td>
<td>?abbar?u</td>
<td>8.</td>
<td>kaffarna</td>
</tr>
<tr>
<td>4.</td>
<td>hajamti</td>
<td>9.</td>
<td>kattabtu</td>
</tr>
<tr>
<td>5.</td>
<td>?akkalna</td>
<td>10.</td>
<td>jalla</td>
</tr>
<tr>
<td>11.</td>
<td>sabba?na</td>
<td>12.</td>
<td>badu</td>
</tr>
<tr>
<td>13.</td>
<td>kannat</td>
<td>14.</td>
<td>ha?samti</td>
</tr>
<tr>
<td>15.</td>
<td>?amartu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>No.</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>na?a? - na?a?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### J.7 DISCRIMINATION DRILL: Long /?/ versus short /?/; 'same' or 'different'? [On tape]
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
2. naʔasu
3. maʔʔatna
4. saʔʔalt
5. naʔʔaltu
6. faʔʔarti
7. naʔzat
8. waʔʔad
9. naʔʔazat
10. raʔʔarti
11. šaʔʔa?
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
2. wahhan - wahan
3. dahaš - dahhaš
4. laha - lahha
5. šahhar - šahar
6. jahhaz - jahaz

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

[On tape]

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

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

1. sahhad
2. rahhabat
3. dahasu
4. rahhbat
5. fahhamt
6. sahhalt
7. dahhantu
8. jahhaltu
9. jahazna
10. zahhadna

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

*** PLEASE STOP THE TAPE ***

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

*** PLEASE START THE TAPE HERE ***
PRONUNCIATION

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

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

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

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

J.19 DICTATION DRILL. [On tape]

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

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

*** PLEASE STOP THE TAPE ***
LEVANTINE ARABIC

<table>
<thead>
<tr>
<th>K.</th>
<th>Symbol</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doubled vowel</td>
<td>Vowel length, added to any vowel</td>
</tr>
</tbody>
</table>

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

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

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

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

1. laaha
2. šaaharu
3. raabu
4. haadat
5. ?aatal
6. saaha?
7. ?amar
8. naa?alu
9. baada
10. katabu
11. ?aazar
12. saafaru
13. na?aš
14. kaatar
15. naa?aru

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

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

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pair</th>
<th>Pair</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. na?'ar - na?'ar</td>
<td>17. saafar - saaffar</td>
<td>32. twa'?af - twa'?af</td>
</tr>
<tr>
<td>4. na'?al - na?'al</td>
<td>19. saalam - sallam</td>
<td>34. tkattab - tkaatab</td>
</tr>
<tr>
<td>5. rabba - raaba</td>
<td>20. jaalad - jallad</td>
<td>35. tkammal - tkaamal</td>
</tr>
<tr>
<td>7. jaabar - jabbar</td>
<td>22. ?ahhar - ?aahar</td>
<td>37. tfaaham - tfahham</td>
</tr>
<tr>
<td>8. taabal - tabbal</td>
<td>23. dra?han - daahan</td>
<td>38. tbaahal - tbahhal</td>
</tr>
<tr>
<td>11. kattab - keatab</td>
<td>26. saawam - sawwam</td>
<td></td>
</tr>
<tr>
<td>12. ?attal - ?aatal</td>
<td>27. daawar - dawwur</td>
<td></td>
</tr>
<tr>
<td>14. jaddal - jaadal</td>
<td>29. saayar - sayyar</td>
<td></td>
</tr>
<tr>
<td>15. nazzal - mazzal</td>
<td>30. saayaa? - sayya?</td>
<td></td>
</tr>
</tbody>
</table>

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

K.9 DICTATION DRILL. [On tape]
1. sayyar
2. dawwar
3. lahha
4. ?ammar
5. jaalad
6. ?akkal
7. ?aazar
8. jaadal
9. ?aatal
10. kattar
11. taabal
12. kabbar
13. naa?al
14. t?aabal
15. tkammal

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]

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. binaʔiš - binaaʔiš</td>
<td>21. ʔammir - ʔaamir</td>
</tr>
<tr>
<td>2. bitnaʔiɾ - bitnaaʔiɾ</td>
<td>22. šaahri - šaahri</td>
</tr>
<tr>
<td>3. bawʔiʃ - bawaaʔiʃ</td>
<td>23. dahhnu - dashnu</td>
</tr>
<tr>
<td>4. binaʔlu - binaaʔlu</td>
<td>24. lahu - lahu</td>
</tr>
<tr>
<td>5. bitrabbi - bitraabbi</td>
<td>25. ʔasawamat - ʔasawamat</td>
</tr>
<tr>
<td>6. mkaaibir - mkaabir</td>
<td>26. saawamu - sawwamun</td>
</tr>
<tr>
<td>7. mjaabra - mjabbra</td>
<td>27. bidaawru - bidawru</td>
</tr>
<tr>
<td>8. taabil - tabbil</td>
<td>28. biʔayyis - biʔayyis</td>
</tr>
<tr>
<td>9. saabʔi - sabbʔi</td>
<td>29. bitsaayyir - bitsaayyir</td>
</tr>
<tr>
<td>10. kaatru - kattru</td>
<td>30. bitsayyu - bitsayyu</td>
</tr>
<tr>
<td>11. kattabu - katabu</td>
<td>31. byitnaʔal - byitnaaʔal</td>
</tr>
<tr>
<td>12. ʔattalat - ʔatalat</td>
<td>32. byitwaʔafu - byitwaaʔafu</td>
</tr>
<tr>
<td>13. najjat - naajjat</td>
<td>33. mitʔabbil - mitʔabbil</td>
</tr>
<tr>
<td>14. bijaddlu - bijaadlu</td>
<td>34. mitkattbe - mitkaatbe</td>
</tr>
<tr>
<td>15. bitnaazzlu - bitnaazzlu</td>
<td>35. tkaamalat - tkaamalat</td>
</tr>
<tr>
<td>16. biʔaazzir - biʔazzir</td>
<td>36. tsahhalu - tsahhalu</td>
</tr>
<tr>
<td>17. binsaaffir - binsaffir</td>
<td>37. byitfahhamu - byitfahhamu</td>
</tr>
<tr>
<td>18. biʔaakkil - biʔaakkil</td>
<td>38. byitbahhal - byitbahhal</td>
</tr>
<tr>
<td>19. msaalim - msallim</td>
<td>39. tajaawuz - tajawwuz</td>
</tr>
<tr>
<td>20. mjaalde - mjallde*</td>
<td>40. tasaayyu - tasaayyu</td>
</tr>
</tbody>
</table>

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

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

K.14 DICTATION DRILL. [On tape]
1. mit?akkid
2. bisammu
3. naayim
4. batmanna
5. saawu
6. mkaašif
7. bitbaadir
8. saaba˚at
9. byit?ammalu
10. baadal[u
11. mšammis
12. kaatib
13. biraaslu
14. batzakkar
15. mitmeyyiz

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 - jasbar
2. tabal - tabbal - taabal
3. jalad - jallad - jaalad
4. badal - baddal - baadal
5. na'al - na'am - na'al
6. kattab - kaatab - katab
7. sabba? - saaba? - saba?
9. jaddal - jaadal - jadal
11. šaahar - šahar - šahhar
14. laaha - laha - lahha
15. naaja - naja - najja

K.17 MIMICRY DRILL: No length versus consonant length versus vowel length. [On tape]

*** PLEASE STOP THE TAPE ***

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

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

- maktab : mák - _tab
- maktabe : mák - ta - be
- katbat : kát - _bat
- katabu : ká - ta - bu
- katab : ká - _tab
- baktub : bák - _tub
- liktaab : lik - _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
   $template:starak
   mnişrab

Three: striiH
   striidu

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

Example: n a ẓ a l n i

1. byitkammalu
2. ntabaht
3. ba’arna
4. bisaafru
5. m’attil
6. bijadlu
7. mifahhme
8. štareetha
9. makaatib
10. mdahhaš
11. naʔaštu
12. šahrat
13. byuhrub
14. tarbiye
15. byitinbašal
16. msallmīn
17. bišuufuni
18. ṣakalt
19. byikrahu
20. bitfaʔaru

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

-\text{VCC-} & \text{sá'lat} & \text{rá'as} & \text{byitjáwwaz} \\
& \text{sa'ált} & \text{rá'asu} & \text{bitsállím} \\
& \text{sa'álti} & \text{ra'ást} & \text{bisallíml} \\
-\text{VV-} & \text{sáaba} & \text{básadalu} & \text{bikáasfu} \\
& \text{mkáabir} & \text{tajdíl} & \text{maktúub} \\
& \text{darasúu} & \text{bišúufu} & \text{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: \text{sá'alu} \quad \text{sárat} \quad \text{málík}
On the basis of the above examples, underline the long vowels or -VCC- sequences if such occur, and mark the stress in the above examples. Do the same for the following words.

1. bitnaazlu 8. bifazzru 15. bitraaslu
2. mjallde 9. byirhab 16. mit?akkid
3. tkammalul 10. saafhum 17. jallid
4. tkammaltu 11. harbat 18. msaafir
5. katabu 12. ?aabili 19. na?as
6. ?aalatli 13. tabaadul 20. bijaabir
7. hajjamna 14. m?atatule

*** PLEASE START THE TAPE HERE ***

L.1 READING DRILL: Word stress. Read the above words, being careful to stress them as you have marked them; your reading will be confirmed, or corrected, on the tape, with a space immediately following for mimicry. [On tape]
L.2 FAMILIARIZATION DRILL: /uu/ versus /u/ and /ii/ versus /i/; note the shift in stress, which can be explained in terms of the above exercises.

[On tape]

1. sá'alu - sa'alu-ha
2. ʔátalu - ʔatalúu-ha
3. kábasu - kabasúu-hum
4. dáhašu - dahašúu-na
5. ʔalábtu - ʔalabtúu-hum
6. kasártu - kasartúu-ha
7. kamáštu - kamaštúu-hum
8. jabárti - jabartíi-ni
9. na'álti - na'altíi-hum
10. našárti - našartíi-ha

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

1. bikuun
2. biduuur
3. lišuš
4. biṣ̌u̞du
5. biṣ̌uufu
6. biziido
7. bitjiib
8. bitṣ̌iil
9. bitziilu
10. bitriidu
11. masʔuul
12. maʔtuul
13. makbuus
14. maʔluub
15. manṣ̌uurr
16. mrakkziin
17. msakkiin
18. darastiilo
19. byistafiidu
20. ?aahʔiin
21. libyuut
22. mluuk
23. liʔruuš
24. jhuud
25. kfuuuf
26. ?ariib
27. likbiir
28. safiiine
29. ?aliil
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
2. biʔuulu
3. bitʔiis
4. rasuul
5. sabiil
6. bitzuuru
7. j̣diid
8. maksuur
9. madiine
10. byuuʔaf
11. byijliilo
12. majbuur
13. nsiithum
14. binfuuz
15. byiʔruuha
A further problem that often crops up is the combination of a long consonant followed by a (stressed) long vowel. Americans will normally tend to shorten the long consonant in this combination.

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

1. najjéet - najéet
2. baddúuha - badúuha
3. šaʔ?áak - šaʔáak
4. haddúuha - hadúuha
5. jaléena - jalléena
6. laħáani - lahhaání
7. hajjúuha - hajjjuuha
8. šakéena - šakkeena

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

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

1. samméetak  6. kubbáaye  11. bakkíir
2. ?addéés  7. wa??áaf  12. kuttáab
3. rassáam  8. bawwáab  13. raabbéetu
4. tannúura  9. durráá  14. waddáuha
5. sikkíin  10. tujjíar  15. rabbúuni

L.11 MIMICRY 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 ***
**LEVANTINE ARABIC**

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

<table>
<thead>
<tr>
<th>1. ttarjame</th>
<th>11. jjaaj</th>
<th>21. ssukkaan</th>
</tr>
</thead>
<tbody>
<tr>
<td>ttarjame</td>
<td>jjaaj</td>
<td>ssukkaan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. ttarbiye</th>
<th>12. jjiiraan</th>
<th>22. ssafiir</th>
</tr>
</thead>
<tbody>
<tr>
<td>ttarbiye</td>
<td>jjiiraan</td>
<td>ssafiir</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. ttilmiiz</th>
<th>13. jjariide</th>
<th>23. su?aal</th>
</tr>
</thead>
<tbody>
<tr>
<td>ttilmiiz</td>
<td>jjariide</td>
<td>su?aal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. ddiblumaasi</th>
<th>14. nnaas</th>
<th>24. ððºð°fe</th>
</tr>
</thead>
<tbody>
<tr>
<td>ddiblumaasi</td>
<td>nnaas</td>
<td>ððºð°fe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. ddinya</th>
<th>15. nmur</th>
<th>25. ððºð°saraf</th>
</tr>
</thead>
<tbody>
<tr>
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<td>nmur</td>
<td>ððºð°saraf</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. danab</th>
<th>16. nmumra</th>
<th>26. ððºð°sirke</th>
</tr>
</thead>
<tbody>
<tr>
<td>ddanab</td>
<td>nmumra</td>
<td>ððºð°sirke</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. zeeet</th>
<th>17. nabi</th>
<th>27. ððºð°soob</th>
</tr>
</thead>
<tbody>
<tr>
<td>zeeet</td>
<td>nabi</td>
<td>ððºð°soob</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. zyaara</th>
<th>18. lahje</th>
<th>28. ra?i</th>
</tr>
</thead>
<tbody>
<tr>
<td>zyaara</td>
<td>lahje</td>
<td>ra?i</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. zibde</th>
<th>19. liista</th>
<th>29. ruusi</th>
</tr>
</thead>
<tbody>
<tr>
<td>zibde</td>
<td>liista</td>
<td>ruusi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. jawaab</th>
<th>20. lleele</th>
<th>30. rutbe</th>
</tr>
</thead>
<tbody>
<tr>
<td>jjawaab</td>
<td>lleele</td>
<td>rutbe</td>
</tr>
</tbody>
</table>

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

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

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

*** PLEASE STOP THE TAPE ***
The Levantine Arabic /k/ is like the American English /k/ (as was noted in Section A) and thus poses no problem. The Levantine Arabic /x/ is different, but relatively easy to learn and master with a little practice. Try clearing your throat to spit: Though indelicate by American standards, the sound is as simple as that! What you are doing is making a 'k' sound (where the back of your throat stops the air from getting through), and moving your tongue down just a little bit in order to let the air pass through and cause the characteristic 'scraping' or 'rasping' quality of the /x/.
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 - kadm    13. sabax - sabak    23. byixmal - byikmal
5. xasaf - kasaf    15. malax - malak    25. byunxuz - byunkuz
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 - bitaxtix

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. bitaxtix    13. kasaf
4. naaxir    9. xatamu    14. byixmiš
5. kamaš    10. byikdiš    15. bixalxil
PRONUNCIATION

M.5 MIMICRY DRILL: /x/. [On tape]

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

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

M.7 FAMILIARIZATION DRILL: Long /x/ versus short /x/. [On tape]

1. daxxal - daxal
2. raxxam - raxam
3. saxxar - saxar
4. saxan - saxxan
5. daxan - daxxan
6. naxa - naxxa

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

M.9 RECOGNITION DRILL: Do the following contain a long /x/ or a short /x/? [On tape]
The Levantine Arabic /H/, for all the trouble it has caused Americans, is in reality fairly simple, though it will take practice to bring it under control. Try whispering 'Hey you!'; repeat this, whispering it as loud as you can. Do this again a couple of times; then say only the first word, elongating the initial 'h' sound, 'Hhhhhhhheeeey'. Repeat this, pushing the sound further back in your throat. This is the sound you want—you should be able to feel the muscles in your throat get very tense when you make this sound. Try saying the following English words with this 'H': 'Ha', 'He', 'How', 'Hit', 'Hoot'. Practice this /H/ in the following nonsense
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
2. Hatam - xatam
3. Haraj - xaraj
4. Haram - xarum
5. Halaf - xalaf
6. xili - Hili
7. xala? - Hala?
8. xabb - Habb
9. xallaf - Hallaf
10. xammas - Hammas
11. Halla - xalla
12. Hadder - xadder
13. Harraj - xarraj
14. Habbar - xabbar
15. Haalaf - xaalaf
16. sahar - saHar
17. saxan - saHan
18. zaxam - zaHam
19. naxab - naHab
20. naxar - naHar
21. nahaJ - naxal
22. ntaHab - ntaxab
23. ttaHadj - ttaxad
24. naha - naxa
25. kamaH - kamax
26. nafax - nafaH
27. baax - baah
28. masax - masaH
29. saax - sasH
30. byixbal - byiHbal
31. byiHtim - byixtim
32. byuHrum - buuxrum
33. byiHlif - byixlif
34. byiHmil - byixmil
35. byisHar - byisxar
36. byusxun - byusHun
37. byikmax - byikmaH
38. bixallif - biHallif
39. bixammis - biHammis
40. bixalli - biHalli
41. biHaddir - bixaddir
42. biHarrij - bixarrij
43. biHabbir - bixabbir
44. biHaalif - bixaalif
45. HalHal - xalxal
46. txalxal - thalHal
47. tbaxbax - taHbaH
48. bixalxil - biHallHil
49. byitbaxbax - byitbaHbaH
50. byitxalxal - byitHallHal

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

N.4 DICTATION DRILL.  [On tape]
1. masaH  
2. zaHam  
3. nafax  
4. xallaf  
5. biHammis  
6. kamahu  
7. xabbarna  
8. byuHrum  
9. Harajt  
10. ntaxab  
11. biHaddru  
12. byixtim  
13. naHaltu  
14. Hallu  
15. byiHbalu

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

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

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

N.7 FAMILIARIZATION DRILL: Long /H/ versus short /H/.  [On tape]
1. raHHal - raHal  
2. saHHa? - saHHa?  
3. maHHa - maHHa  
4. saHHar - saHHar  
5. raHHam - raHHam  
6. naHHa - 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. maHattu 9. naHHHeena

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

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

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

*** PLEASE START THE TAPE HERE ***

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

1. Hajar - hajar
2. Hadaj - hadaj
3. Hadar - hadar
4. Haras - haras
5. Hazar - hazar
6. hazam - Hazam
7. hašam - Hašam
8. hamal - Hamal
9. habb - Habb
10. haram - Haram
11. jaHad - jabad
12. zaHar - zahar
13. kaHal - kahal
14. laHad - lahad
15. laHam - laham
16. mahal - maHal
17. mahan - maHan
18. rahab - raHab
19. zahaf - zaHaf
20. mahak - maHak
21. safah - safah
22. nabaH - nabah
23. nazah - nazah
24. šarah - šarah
25. HalHal - halhal
26. hamham - HamHam
27. byuHjur - byuHjur
28. byuHduj - byuHduj
29. byuHdur - byuHdur
30. byuHrus - byuHrus
31. byuHzur - byuHzur
32. byiHžim - byiHžim
33. byiHšim - byiHšim
34. byiHml - byiHml
35. byijHid - byijHid
36. byizHar - byizHar
37. byikHil - byikHil
38. byilHid - byilHid
39. byilHim - byilHim
40. byimHil - byimHil
41. byimHim - byimHim
42. byisfaH - byisfaH
43. biHalHil - biHalHil
44. biHamHim - biHamHim

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
2. byuhrus
3. biHahil
4. zaHarna
5. byuHjur
6. byisfaHu
7. habbeet
8. saariH
9. byilHim
10. Hazamtu
11. safahna
12. byizharu
13. Hadar
14. raHabt
15. byihshim

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

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

1. Make a /H/ and add voicing;*
2. Say the vowel sounds in the words 'cat', 'cot', 'caught'; repeat without pausing (you will feel the vowel being made progressively further back in the mouth); repeat again, but this time push the vowel sound further back down in your mouth until your voice cracks;
3. Take a spoon, or something with a handle, and press the back of your tongue down and back (as in the doctor's office), and say 'aaaaaaahhh'; repeat, moving the back of your tongue backwards and forwards with the handle.

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

```
s:sss-s:jjjjs
s:sss-zzzzz
fffff-vvvv
66666-33333
hhhhh-aaaaa
HHHHH-99999
```

```
jjjjjs-s:ssss
zzzzz-s:ssss
v:vvv-jj:j:j:
55555-66666
aaaaa-hhhhh
99999-HHHHH
999-999-999-HHH
```
Practice this sound in the following nonsense syllables:

a9 a9 a9  a9a a9a a9a  a9 a9 a9  ('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 ***
0.1 FAMILIARIZATION DRILL: /9/ versus /H/. [On tape]

1. 9abas - Habas  
2. 9ajaz - Hajaz  
3. 9azam - Hazam  
4. 9afar - Hafar  
5. 9imi - Himi  
6. Hana - 9ana  
7. Hada - 9ada  
8. Haraj - 9araj  
9. Ha'ar - 9a'ar  
10. Halaf - 9alaf  
11. 9ala - Hala  
12. 9imil - Himil  
13. 9awa - Hawa  
14. 9a'ad - Ha'ad  
15. da9ar - daHar

16. zaHal - za9al  
17. zaHam - za9am  
18. saHar - sa9ar  
19. šaHab - ša9ab  
20. nazaH - naza9  
21. 9ara9 - 9arah  
22. šara9 - šarah  
23. bara9 - barah  
24. naba9 - nabaH  
25. naja9 - najah  
26. raHra9 - ra9ra9  
27. zaHza9 - za9za9  
28. byi9bis - byi9bis  
29. byiHzim - byi9zim  
30. byuHfur - byu9fur

31. byi9ma - byiHma  
32. byi9mi - byiHmi  
33. byi9di - byiHdi  
34. byi9lif - byiHlif  
35. byi9wi - byiHwi  
36. byidHar - byid9ar  
37. byizHam - byiz9am  
38. byisHar - byis9ar  
39. byišHab - byiš9ab  
40. byinzaH - byinza9  
41. by1?ra9 - by1?raH  
42. byišra9 - byišraH  
43. byibra9 - byibaH  
44. byinba9 - byinbaH  
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  
2. bara9tu  
3. byidHaru  
4. byu9fur  
5. 9abasu  
6. da9arna  
7. Haweetu  
8. by19bis  
9. ?ara9  
10. 9imal  
11. saahir  
12. byibra9  
13. 9a9abu  
14. ma9ruu9  
15. ra9ra9

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

0.6 MIMICRY DRILL: /9/ versus /m/. [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 ***
0.7 FAMILIARIZATION DRILL: /9/ versus /r/. [On tape]

<table>
<thead>
<tr>
<th>1. ba9ad - barad</th>
<th>16. badar - bada9</th>
<th>31. byi9jib - byirjib</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. ti9ib - tirib</td>
<td>17. dafar - dafa9</td>
<td>32. byu9kum - byurkum</td>
</tr>
<tr>
<td>3. da9as - daras</td>
<td>18. damar - dama9</td>
<td>33. byi9dil - byirdil</td>
</tr>
<tr>
<td>4. ši9ib - širib</td>
<td>19. nabar - naba9</td>
<td>34. byi9zi? - byirzi?</td>
</tr>
<tr>
<td>5. za9a? - zara?</td>
<td>20. na’ar - na’a9</td>
<td>35. byista9jil - byistarjil</td>
</tr>
<tr>
<td>7. rajal - 9ajal</td>
<td>22. baššar - baššar</td>
<td>37. byizra? - byiz9a?</td>
</tr>
<tr>
<td>8. rakam - 9akam</td>
<td>23. naffar - naffar</td>
<td>38. bišabbir - bišabbi9</td>
</tr>
<tr>
<td>10. rata - 9ata</td>
<td>25. naafar - naafar</td>
<td>40. binaafir - binaafi9</td>
</tr>
<tr>
<td>11. 9abba - rabba</td>
<td>26. ja9ja9</td>
<td>41. bibašši9 - bibaššir</td>
</tr>
<tr>
<td>12. 9attab - rattab</td>
<td>27. za9za9</td>
<td>42. byitnawwa9 - byitnawwar</td>
</tr>
<tr>
<td>13. 9a?am - ra?am</td>
<td>28. bi9abb - bi9abb</td>
<td>43. byistabši9 - byistabšir</td>
</tr>
<tr>
<td>14. 9amma? - ramma?</td>
<td>29. bi9attib - bi9attib</td>
<td>44. bija9ji9 - bijarjir</td>
</tr>
<tr>
<td>15. 9ajjal - rajjal</td>
<td>30. bi9ajjil - bi9ajjil</td>
<td>45. biza9zi9 - bizarzir</td>
</tr>
</tbody>
</table>

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

0.9 RECOGNITION DRILL: Do the following contain an /9/ or an /r/? [On tape]
LEVANTINE ARABIC

0.10 DICTATION DRILL.  [On tape]

1. sta9jalu  6. 9aa?id  11. byirdil
2. stabšar  7. byizra?u  12. ra9adu
3. 9akkeet  8. byi?ib  13. byit9abu
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 ***
0.12 FAMILIARIZATION DRILL: /\9/ versus /\?/ in word-medial and word-final position. [On tape]

1. sa\9al - sa\?al  
2. ja\9ar - ja\?ar  
3. na\9ab - na\?ab  
4. na\9ar - na\?ar  
5. na\9as - na\?as  
6. na\9am - na\9am  
7. za\9am - za\9am  
8. nta\9as - nta\9as  
9. nta\9al - nta\9al  
10. bada? - bada\9  
11. bara\9 - bara?  
12. raba\9 - raba?  
13. rafa\9 - rafa?  
14. šara\9 - šara?  
15. xala\9 - xala?  
16. naza? - naza\9  
17. nafa? - nafa\9  
18. sara? - sara\9  
19. raffa? - raffa\9  
20. šarra? - šarra\9  
21. ntaša\9 - ntaša\9  
22. ntafa\9 - ntafa\9  
23. rtafa\9 - rtafa\9  
24. stanfa\9 - stanfa\9  
25. trawwa\9 - trawwa\9  
26. ta\?ta? - ta\9ta\9  
27. za\?za? - za\9za\9  
28. ra\?ra? - ra\9ra\9  
29. t\9abbad - t\9abbad  
30. t\9assaf - t\9assaf  
31. byi\?bid - byi9\9bid  
32. byu\?bur - byu9\9bur  
33. byi\?sa - byi9\9sa  
34. š\9sar - byi9š\9sar  
35. šlim - byi9šim  
36. šs9al - byiš\9al  
37. šid9ab - byiš\9ab  
38. šim - byiš\9im  
39. šz9im - byišž\9im  
40. byi9\9abbad - byi9\9abbad  
41. byi9\9assaf - byi9\9assaf  
42. biša\9li? - bila9li\9  
43. biša\9ši? - biša9ši\9  
44. biša\9zi? - biza9zi\9  
45. bira\9ri? - bira9\9ri\9

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

0.14 RECOGNITION DRILL: Do the following contain an /\9/ or a /\?/? [On tape]
0.15 DICTATION DRILL. [On tape]

1. b.9immu 6. bitši19
2. naba9na 7. zara9t
3. ša9bat 8. bi9uum
4. binajj9u 9. byi9dim
5. fi9rat 10. lu9na
11. stašra9
12. bi9alli9
13. bašra9
14. stabu
15. byir9id

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

[On tape]

*** PLEASE STOP THE TAPE ***

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

*** PLEASE START THE TAPE HERE ***
0.17 FAMILIARIZATION DRILL: /9/ versus /ʔ/ in word-initial position.

[On tape]

1. ꜯabaɗ - ꜯabaɗ
2. ꜯammar - ꜯammar
3. ꜯabar - ꜯabar
4. ꜯaad - ꜯaad
5. ꜯallam - ꜯallam
6. ꜯaam - ꜯaam
7. ꜯassaf - ꜯassaf
8. ꜯilim - ꜯilim
9. ꜯazzar - ꜯazzar
10. ꜯadd - ꜯadd
11. ꜯabbad - ꜯabbad
12. ꜯasar - ꜯasar
13. ꜯajjal - ꜯajjal
14. ꜯabb - ꜯabb
15. ꜯašar - ꜯašar
16. ꜯajj - ꜯajj
17. ꜯammam - ꜯammam
18. ꜯaššar - ꜯaššar
19. ꜯamm - ꜯamm
20. ꜯasa - ꜯasa
21. ꜯallab - ꜯallab
22. ꜯassal - ꜯassal
23. ꜯaššar - ꜯaššar
24. ꜯtamar - ꜯtamar

0.18 DISCRIMINATION DRILL: /9/ versus /ʔ/ in word-initial position; 'same' or 'different'? [On tape]

0.19 RECOGNITION DRILL: Do the following contain an /9/ or a /ʔ/ in word-initial position? [On tape]
LEVANTINE ARABIC

0.20 DICTATION DRILL. [On tape]

1. ?aasfe
2. 9aamil
3. ?amir
4. 9allmiha
5. 9udna
6. 9abbadu
7. ?a‰sarát
8. 9ammru
9. 9uulhum
10. ?irbat
11. 9imu–
12. 9uu–
13. 9iddâu
14. ?umtu
15. 9illna

0.21 MIMICRY DRILL: /9/ versus /?/ in word-initial position. [On tape]

*** PLEASE STOP THE TAPE ***

Again, because of the vowel-like quality of the /9/, there is sometimes confusion between the /9/ and the combination of /?a‰-/ 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 /?a‰ - tam/ and /3a - tam/. In the first word, there is the /a/ vowel which glides into the /9/, whereas in the second the syllable begins with the /9/ directly.

*** PLEASE START THE TAPE HERE ***
0.22 FAMILIARIZATION DRILL: /ʔa9-/ versus /a9-/ in word-initial position.

[On tape]

1. ʔa9tam - 9atam  
2. ʔa9jab - 9ajab  
3. ʔa9jaz - 9ajaz  
4. ʔa9jam - 9ajam  
5. ʔa9add - 9add

6. 9adal - ʔa9dal  
7. 9araj - ʔa9raj  
8. 9araʔ - ʔa9raʔ  
9. 9azz - ʔa9azz  
10. 9azal - ʔa9zal

11. ʔa9sa - 9a9sa  
12. ʔa9aff - 9a9aff  
13. ʔa9ʔad - 9a9ʔad  
14. ʔa9laʔ - 9a9laʔ  
15. ʔa9mad - 9a9mad

0.23 DISCRIMINATION DRILL: /ʔa9-/ versus /a9-/ in word-initial position; 'same' or 'different'? [On tape]

0.24 RECOGNITION DRILL: Do the following contain /ʔa9-/ or /a9-/ in word-initial position? [On tape]

0.25 DICTATION DRILL. [On tape]

1. ʔa9zal  
2. 9add  
3. ʔa9azz  
4. ʔa9raʔ

5. 9ajaz  
6. 9ajam  
7. ʔa9saʔ  
8. ʔa9mad

9. 9ajab  
10. ʔa9ʔad
LEVANTINE ARABIC

0.26 MIMICRY DRILL: /a9/ 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. bišajji9 - bišajji
2. bada9 - bada 12. sara9 - sara 22. birawwi9 - birawwi
5. riji9 - riji 15. badda9 - badda 25. byitšajja9 - byitšajja
7. šafa - šafa9 17. bidalli - bidall9 27. tsamma - tsamma9
8. šara - šara9 18. bidarri - bidarr9 28. tsama - tsama9
10. nafa - nafa9 20. bišarri - bišarr9 30. stanfa - stanfa9
PRONUNCIATION

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

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

0.30 DICTATION DRILL. [On tape]

1. raaji9  
2. naazi  
3. byidfa9  
4. nafa  
5. jara9  
6. byizra9  
7. bibaddi9  
8. mba??i  
9. birabbii9  
10. darra9  
11. mṣajji9  
12. štara  
13. bisammi  
14. byitrajja9  
15. bitwaddi9

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

*** PLEASE STOP THE TAPE ***

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Stands for a sound like</th>
<th>Phonetic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>γ</td>
<td>the way some people gargle; or /x/ with voicing added</td>
<td>Voiced velar fricative</td>
</tr>
</tbody>
</table>
LEVANTINE ARABIC

The /γ/ (Arabic ḭayn) 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:

<table>
<thead>
<tr>
<th>SSSSS-jjjjjj</th>
<th>jjjjj-sssss</th>
<th>jjj-ssss-jjj-ssss</th>
</tr>
</thead>
<tbody>
<tr>
<td>sssss-zzzzz</td>
<td>zzzzz-sssss</td>
<td>zzz-ssss-zzz-ssss</td>
</tr>
<tr>
<td>fffff-vvvvv</td>
<td>vvvvv-ffffff</td>
<td>vvv-ffffff-vvv-fff</td>
</tr>
<tr>
<td>33333-53333</td>
<td>53333-86868</td>
<td>383-966-333-888</td>
</tr>
<tr>
<td>hhhhh-aaaaa</td>
<td>haaaa-hhhhh</td>
<td>aaaa-hhh-aaa-hhh</td>
</tr>
<tr>
<td>xxxxx-yyyyy</td>
<td>yyyy-yyyyy</td>
<td>yyyy-yyyy-yyyyyyyy</td>
</tr>
</tbody>
</table>

Also practice this sound in the following frames:

| yyyy-aaa | aaaa-yyyy | aaa-yyyy-yyyy |

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

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

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

1. γamad
2. γala
3. γiši
4. γafar
5. γallaf
6. šayal
7. baγa
8. stayrab
9. byuy'bur
10. byibyat
11. faraγ
12. nabaγ
13. ballaγ
14. byifray
15. laylay

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

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

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

*** PLEASE STOP THE TAPE ***

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

*** PLEASE START THE TAPE HERE ***

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

1. yamad - xamad
2. yala - xala
3. riši - xīšī
4. yafar - xafar
5. yabb - xabb
6. xaar - yaar
7. xaff - yaff
8. xaab - yaab
9. xarr - yarr
10. xabbar - yabbar
11. biyallif - bixallif
12. biyayyim - bixayyim
13. biyayyir - bixayyir
14. biyalli - bixalli
15. biyarrib - bixarrib
16. byixmid - byiymid
17. byixla - byiylā
18. byuxfur - byufur
19. byixlib - byiylīb
20. bixubb - biyubb
21. yalyal - xalxal
22. yaryar - xarxar
23. biyalxīl - bixalxīl
24. biyarxīr - bixarxīr

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

P.7 RECOGNITION DRILL: Do the following contain a /y/ or a /x/? [On tape]
P.8 DICTATION DRILL: [On tape]

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

P.9 MIMICRY DRILL: /γ/. [On tape]

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

*** PLEASE STOP THE TAPE ***

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

*** PLEASE START THE TAPE HERE ***
LEVANTINE ARABIC

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

1. yasal - rasal
2. rafal - rafal
3. yamad - ramad
4. yamaz - ramaz
5. yamas - ramas
6. rass - rass
7. rabb - rabb
8. ramad - yammad
9. raab - yaab
10. rawa - yawa
11. byirmid - byirmid
12. byirsil - byirsil
13. byirmiz - byirmiz
14. byirmis - byirmis
15. biruss - biruss
16. birubb - birubb
17. birammid - byiammid
18. byirfil - byirfil
19. byirwi - byirwi
20. birib - birib
21. yara - rara
22. yamram - ramram
23. yaray - rayray
24. yarrab - rayyab
25. yarra - rayya
26. byirgi - byirgi
27. biramrim - byiamrim
28. birayriy - byiamri
29. birayrib - byiamrib
30. birayyi - byiamri

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

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

P.14 DICTATION DRILL. [On tape]

1. byiymi? 6. yaayib 11. birabbu
2. sirbat 7. byirfil 12. byuyrub
3. yaamis 8. raayabu 13. yarryarat
4. rattabat 9. byudrus 14. baylib
5. biyallu 10. myamrim 15. birayriy
PRONUNCIATION

P.15 MIMICRY DRILL: /γ/ versus /ŋ/. [On tape]

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

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>yazal</td>
<td>9azal</td>
</tr>
<tr>
<td>2</td>
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<td>9amad</td>
</tr>
<tr>
<td>3</td>
<td>ramar</td>
<td>9amar</td>
</tr>
<tr>
<td>4</td>
<td>rafar</td>
<td>9afar</td>
</tr>
<tr>
<td>5</td>
<td>sayar</td>
<td>9sarar</td>
</tr>
<tr>
<td>6</td>
<td>sa9al</td>
<td>9ar</td>
</tr>
<tr>
<td>7</td>
<td>ba9at</td>
<td>bayat</td>
</tr>
<tr>
<td>8</td>
<td>ra9a</td>
<td>raya</td>
</tr>
<tr>
<td>9</td>
<td>sta9rab</td>
<td>stayrab</td>
</tr>
<tr>
<td>10</td>
<td>fara9</td>
<td>faray</td>
</tr>
<tr>
<td>11</td>
<td>nabay</td>
<td>naba9</td>
</tr>
<tr>
<td>12</td>
<td>raay</td>
<td>raa9</td>
</tr>
<tr>
<td>13</td>
<td>ballay</td>
<td>balla9</td>
</tr>
<tr>
<td>14</td>
<td>byiyzil</td>
<td>byi9zil</td>
</tr>
<tr>
<td>15</td>
<td>byiymid</td>
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<td>byu9yur</td>
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<tr>
<td>19</td>
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<td>byi9yil</td>
</tr>
<tr>
<td>20</td>
<td>byib9at</td>
<td>byibyat</td>
</tr>
<tr>
<td>21</td>
<td>byifray</td>
<td>byifra9</td>
</tr>
<tr>
<td>22</td>
<td>biruuy</td>
<td>biruu9</td>
</tr>
<tr>
<td>23</td>
<td>rayray</td>
<td>ra9ra9</td>
</tr>
<tr>
<td>24</td>
<td>zayzay</td>
<td>za9za9</td>
</tr>
<tr>
<td>25</td>
<td>laylay</td>
<td>la9la9</td>
</tr>
</tbody>
</table>

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

P.18 RECOGNITION DRILL: Do the following contain a /γ/ or an /ŋ/? [On tape]
LEVANTINE ARABIC

P.19 DICTATION DRILL. [On tape]

1. mballiy  6. faariy  11. mayluub
2. byus9ur  7. biyasslu  12. 'a9la
3. rayeetu  8. mrayyib  13. byifrayu
4. yazlat  9. fara9na  14. bagatulak
5. mista9rib 10. ruvt  15. birayrty

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

*** PLEASE STOP THE TAPE ***

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

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

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

*** PLEASE START THE TAPE HERE ***

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. qabar - kabar</td>
<td>11. naqab - nakab</td>
</tr>
<tr>
<td>2. qabas - kbas</td>
<td>12. naqal - nakal</td>
</tr>
<tr>
<td>3. qabal - kabal</td>
<td>13. baqar - bakar</td>
</tr>
<tr>
<td>4. qatal - katal</td>
<td>14. raqad - rakad</td>
</tr>
<tr>
<td>5. qadam - kadam</td>
<td>15. šaga - šaka</td>
</tr>
<tr>
<td>6. karam - garam</td>
<td>16. rakam - raqam</td>
</tr>
<tr>
<td>7. kasar - qasar</td>
<td>17. safak - safaq</td>
</tr>
<tr>
<td>8. kasam - qasam</td>
<td>18. salak - salaq</td>
</tr>
<tr>
<td>9. kašar - qašar</td>
<td>19. barak - baraq</td>
</tr>
<tr>
<td>10. kafar - qafar</td>
<td>20. nahak - nahaq</td>
</tr>
</tbody>
</table>
Q.2 DISCRIMINATION DRILL: /q/ versus /k/; 'same' or 'different'? [On tape]

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

Q.4 DICTATION DRILL. [On tape]
   1. staqbal
   2. Hakmat
   3. qashira
   4. qaamu
   5. kuttaab
   6. waqqafat
   7. taqaddumi
   8. maqsum
   9. byibku
  10. bibaqbiq
  11. muwaafaqa
  12. rukkaab
  13. biduqqu
  14. staqarrat
  15. qahqahat

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

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

*** PLEASE STOP THE TAPE ***

R. VELARIZATION

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

The most striking characteristic of velarization to speakers of English is the difference caused in the vowels (e.g., given a written symbol 'a', when not velarized it will usually range between the vowels of 'cat' and 'cot', but when velarized will be closer to the vowel of 'caught'). This is, thus, the way in which most speakers of English will recognize this phenomena. However, and please note this carefully, the Arab will normally interpret this not as a difference in vowels, but rather as a difference in consonants. This is due in large part to the fact that the Arabic writing system has four pairs of 'emphatic' - 'non-emphatic' consonants (corresponding to the colloquial ؕ - ؕ, ð - ð, ɡ - ɡ, and ɻ - ɻ, the 'emphasis' or 'velarization' being indicated by the subscript cedilla here). In the transcription used in this manual, where there is a direct correspondence between the colloquial word and the written, i.e., classical, form, the transcription will reflect the Arab's interpretation, i.e., one of the four consonants ؕ, ð, ɡ, or ɻ will be considered to be the influencing factor; it will be incumbent upon the student to take careful note of the Arab's pronunciation of the vowels and imitate them as faithfully as possible.

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

*** PLEASE START THE TAPE HERE ***

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

| 1. ḡalab - salab | 16. ḍaras - daras | 31. zabat - zabat |
| 2. ṣamad - samad | 17. ḏall - dall | 32. ṭamm - tamm |
| 3. baṣam - basam | 18. raği - radi | 33. ṭarrab - ṭarrab |
| 4. malāṣ - malas | 19. berāṣ - barad | 34. bāṭṭal - bāṭṭal |
| 5. waṣwaṣ - waswas | 20. farāṣ - farad | 35. raṭṭab - raṭṭab |
| 6. sabb - ḏabb | 21. dajj - ḏajj | 36. sattar - sattar |
| 7. sadd - ḏadd | 22. damm - ḏamm | 37. Ḥattam - Ḥattam |
| 8. sakk - ḏakk | 23. dala9 - ḏala9 | 38. fattaḥ - fattaḥ |
| 9. salla - ṭalla | 24. darrab - ṭarrab | 39. zall - ṭall |
| 10. sabah - ṭabah | 25. badda9 - baḍḍa9 | 40. zahar - ṭahar |
| 11. sabay - sabay | 26. Ḥadḍa9 - Ḥaddad | |
| 12. saqaḥ - safaḥ | 27. Ḥaddar - Ḥaddar | |
| 15. ṣarrah - sarraḥ | 30. faṭar - faṭar | |
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. qaaju 6. qaʔa9 11. mnaʔizim
2. qaʔam 7. ḫaʔamu 12. ṭalabna
3. qaʔeet 8. qaʔar 13. nizlu
4. fatahtu 9. daraʔu 14. byiʔba9
5. bəʔal 10. saʔamu 15. wəʔafu

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 /iː/ 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. faaq - faad 11. biṣiib - biṣiib 21. biṣuuy - biṣuuy
2. gaad - saad 12. biṭiīh - bitiīh 22. biṭuuaq - biṭuuaq
3. gaarat - saarat 13. biifiīq - bifiīq 23. biḥuuar - biduuar
4. ḥaamu - daamu 14. biṣiir - biṣiir 24. biʔuud - biʔuud
7. faadi - faaqi 17. nasīib - nasīib 27. mastuur - maṣṭuur
9. mazaahir - mazaahir 19. taxsiis - taxṣiis 29. futuur - futuuar
10. nassaab - naṣṣaab 20. tahlīdir - tahlīdir 30. furuud - furuud

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

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

1. ṭaalib
2. gīna9a
3. baasim
4. tafṣīl
5. naṣīb
6. bihi9u
7. tiin
8. rafṣu9li
9. maw9u9
10. bihi9u9ulak
11. ratta9ulul
12. 9̣a9ṣaa9k
13. nta9aru9k
14. biṣii9ru
15. maktuub

R.10 MIMICKY 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 ẓ, ẓ, s 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 /t ẓ s 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 ***

- 89 -
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:
S.1 TRANSFORMATION DRILL: Participles* with the addition of suffixes /-e/ or
/-a/ and /-iin/; delete the /i/ as noted in the examples. [On tape]

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

1. faahim + -e  →  faahme
2. mwa??if + -e  →  mwa??ife
3. msaafir + -e
4. mit?axxir + -e
5. mitjawwiz + -e
6. myammid + -e
7. ṣaariH + -a
8. 9aamil + -e
9. mdaxxil + -e
10. 9a9il + -e
11. Haasib + -iin
12. mit?aamir + -iin
13. xaastim + -iin
14. mnazzil + -iin
15. ṭaα??i6 + -iin
16. mitnα??iλ + -iin
17. baari9 + -iin
18. myayyir + -iin
19. raamid + -iin
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 descript-
tive labels with no other purpose than to keep these classes of words separate.
S.2 TRANSFORMATION DRILL: Feminine nouns* with the addition of vowel-initial
pronoun suffixes /-i, -ak, -ik, -o/. Delete the /i/ as noted in the
examples. **BE CAREFUL TO PLACE THE STRESS CORRECTLY IN THESE FORMS.**

[On tape]

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ئـسـئـنـيـتـ</td>
<td>+ -i</td>
</tr>
<tr>
<td>2.</td>
<td>ئـيـزـيـأـرـتـ</td>
<td>+ -i</td>
</tr>
<tr>
<td>3.</td>
<td>ئـجـعـتـأـزـيـتـ</td>
<td>+ -i</td>
</tr>
<tr>
<td>4.</td>
<td>هـبـبـتـ</td>
<td>+ -i</td>
</tr>
<tr>
<td>5.</td>
<td>هـكـعـمـنـتـ</td>
<td>+ -i</td>
</tr>
<tr>
<td>6.</td>
<td>جـنـنـعـنـتـ</td>
<td>+ -ak</td>
</tr>
<tr>
<td>7.</td>
<td>مـذـيـنـمـنـتـ</td>
<td>+ -ak</td>
</tr>
<tr>
<td>8.</td>
<td>مـذـراـسـنـتـ</td>
<td>+ -ak</td>
</tr>
<tr>
<td>9.</td>
<td>نـتـيـجـيـيـتـ</td>
<td>+ -ak</td>
</tr>
<tr>
<td>10.</td>
<td>سـاـسـيـتـ</td>
<td>+ -ak</td>
</tr>
<tr>
<td>11.</td>
<td>مـاـوـفـعـتـ</td>
<td>+ -ik</td>
</tr>
<tr>
<td>12.</td>
<td>مـأـكـتـابـتـ</td>
<td>+ -ik</td>
</tr>
<tr>
<td>13.</td>
<td>ئـجـعـتـأـزـيـت</td>
<td>+ -ik</td>
</tr>
<tr>
<td>14.</td>
<td>وـجـيـمـيـتـ</td>
<td>+ -ik</td>
</tr>
<tr>
<td>15.</td>
<td>خـمـلـمـنـت</td>
<td>+ -ik</td>
</tr>
<tr>
<td>16.</td>
<td>مـمـلـالـمـت</td>
<td>+ -o</td>
</tr>
<tr>
<td>17.</td>
<td>مـأـسـأـلـمـت</td>
<td>+ -o</td>
</tr>
<tr>
<td>18.</td>
<td>نـمـأـيـمـةـت</td>
<td>+ -o</td>
</tr>
<tr>
<td>19.</td>
<td>وـسـيـلـيـت</td>
<td>+ -o</td>
</tr>
<tr>
<td>20.</td>
<td>وـلـلـاـيـيـت</td>
<td>+ -o</td>
</tr>
</tbody>
</table>

---

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

**Note that the deletion of this /-i/- may change the vowel-consonant
structure of the word, and thus the position of the stress. This is seen
in the first item of the drill, and is also explained and drilled further
below (Drill S.4, etc.).
S.3 TRANSFORMATION DRILL: Perfect verb forms with the addition of /-at, -u/, and imperfect verb forms with the addition of /-1, -u/; delete the /-1/ as noted in the examples. [On tape]

1. fihim + -at → fihmat
2. nizil + -at → nizlat
3. rijj9 + -at
4. širib + -at
5. tilij9 + -at
6. wifif + -u
7. gìmil + -u
8. wigil + -u
9. girif + -u
10. wiji9 + -u
11. bitsállim + -i
12. bitráafi? + -i
13. bitsáafir + -i
14. bitnáāsif + -i
15. bitgájjil + -i
16. bišámmi9 + -u
17. biġállim + -u
18. biyállif + -u
19. biyáyyir + -u
20. biyarrib + -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 /gìHHit/- give the following (the -VCC- nearest the end of the word being underlined):

gìHHit- + -o → gìHHto
The stress will not always change, however, as can be seen in the following example:

\[
\text{maktuub} + \text{hum} \rightarrow \text{maktuubhum}
\]

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:
<table>
<thead>
<tr>
<th>Base Form</th>
<th>+ -o</th>
<th>+ -hum</th>
</tr>
</thead>
<tbody>
<tr>
<td>şîHHit-</td>
<td>1. şîHHto</td>
<td>şîHHithum</td>
</tr>
<tr>
<td>madiinit-</td>
<td>2. madiinto</td>
<td>madiinithum</td>
</tr>
<tr>
<td>wilâayit-</td>
<td>3. wilaayto</td>
<td>wilaayithum</td>
</tr>
<tr>
<td>nihâayit-</td>
<td>4. nihaayto</td>
<td>nihaayithum</td>
</tr>
<tr>
<td>mâdrasit-</td>
<td>5. madrasto</td>
<td>madrasithum</td>
</tr>
<tr>
<td>+ -i</td>
<td></td>
<td>+ -na</td>
</tr>
<tr>
<td>sâa9it-</td>
<td>6. sâa9ti</td>
<td>sâa9itna</td>
</tr>
<tr>
<td>wâzîjít-</td>
<td>7. wâzîjîti</td>
<td>wâzîjîtina</td>
</tr>
<tr>
<td>šá??it-</td>
<td>8. šá??ti</td>
<td>šá??itna</td>
</tr>
<tr>
<td>binâayit-</td>
<td>9. binaayti</td>
<td>binaayitna</td>
</tr>
<tr>
<td>xâalit-</td>
<td>10. xaalti</td>
<td>xâalitna</td>
</tr>
<tr>
<td>+ -ak</td>
<td></td>
<td>+ -ha</td>
</tr>
<tr>
<td>máktab</td>
<td>11. maktabak</td>
<td>maktabha</td>
</tr>
<tr>
<td>fûrasg</td>
<td>12. fûraspak</td>
<td>fûraspha</td>
</tr>
<tr>
<td>m9âllim</td>
<td>13. m9allmak</td>
<td>m9allimha</td>
</tr>
<tr>
<td>madaaris</td>
<td>15. madaarsak</td>
<td>madaarisha</td>
</tr>
<tr>
<td>+ -ik</td>
<td></td>
<td>+ -kum</td>
</tr>
<tr>
<td>márja9</td>
<td>16. márja9ik</td>
<td>márja9kum</td>
</tr>
<tr>
<td>makâstib</td>
<td>17. makaatblk</td>
<td>makaatibkum</td>
</tr>
<tr>
<td>métbex</td>
<td>18. métbexik</td>
<td>métbexkum</td>
</tr>
<tr>
<td>màgraf</td>
<td>19. màgrafik</td>
<td>màgrafkum</td>
</tr>
<tr>
<td>nataayij</td>
<td>20. nataayjik</td>
<td>nataayijkum</td>
</tr>
</tbody>
</table>
S.4 READING DRILL: Word stress. Read the above pairs of words, being careful to stress them as you have marked them; your reading will be confirmed, or corrected, on the tape with a space immediately following for mimicry. [On tape]

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

within a word:

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

across word boundaries:

\[\text{miš + ktiir} \rightarrow \text{-mišktiir} \rightarrow \text{-miš ktiir}\]

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 /?isimhum/ above).

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

1. ?ahlkum  
2. ?ismhum  
3. byuṣrulkum  
4. btīgraflna  
5. baktublkum  
6. gār̥lbum  
7. ʔaalatlha  
8. f̥g̥lkulm  
9. dallatlha  
10. katbatlkum  

*** PLEASE START THE TAPE HERE ***  

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

[On tape]  

*** PLEASE STOP THE TAPE ***  

The following are all nouns beginning with two consonants. For these particular words the definite article 'the' is /l-/ prefixed to the noun. As in the previous exercise, mark the stress, underline the three consonant
cluster, and then insert the /i/:  
1. \( l- + \text{ktaab} \rightarrow lktaab \)  
2. \( l- + ?\text{laal} \rightarrow l?l\text{aal} \)  
3. \( l- + \text{wlaad} \rightarrow lwlaad \)  
4. \( l- + ?\text{laam} \rightarrow l?l\text{aam} \)  
5. \( l- + \text{bwaab} \rightarrow lbwaab \)  
6. \( l- + \text{blaad} \rightarrow lblaad \)  
7. \( l- + \text{Hbuub} \rightarrow lHbuub \)  
8. \( l- + \text{kbiiir} \rightarrow lkbiir \)  
9. \( l- + \text{m9allim} \rightarrow lm9allim \)  
10. \( l- + ?\text{ruu}\hat{s} \rightarrow l?ruu\hat{s} \)  
11. \( l- + \text{kbaar} \rightarrow lkbaar \)  
12. \( l- + \text{byuut} \rightarrow lbyuut \)  
13. \( l- + ?\text{muur} \rightarrow l?muur \)  
14. \( l- + \text{mu}\hat{d}dme \rightarrow lm\text{u}\hat{d}dme \)  
15. \( l- + \text{fraa\hat{s}} \rightarrow lfraa\hat{s} \)  

*** 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., mis + ktiir → mis ktiir):

1. ?awwal, mbaarih → ?awwal imbaarih
2. sitt-, sniin
3. kiif, lHaaal
4. mniih, lHamdilla
5. ?ahl, lbeet
6. tabiib, snaan
7. miš, ktiir
8. ween, lbeet
9. libyuut, kbiire
10. mumkin, t?ulli
11. laazim, tliif
12. ?arii?, l?uds
13. t?uru?, kbiire
14. biddak, tkuun
15. mni?dar, 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 ***
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
2. yalla, bxassták
3. hiyye, btudrus
4. maa, ?dirt
5. btismaHli, bsuʔaal
6. halmaḍrase, mniiHa
7. hajjneene, ḥयииre
8. humme, ?laal
9. masa, nnuur
10. fiiki, tšuufi
11. huwwe, j̲ḏiids
12. humme, ṭraab
13. haada, kbiir
14. ssaa9a, m?axxre
15. maa, mšiina
16. hiyye, m9allme
17. humme, mwaʔzafiin
18. xalliːna, nšuufak
19. maa, rji9t
20. biddo, ktaab

*** PLEASE STOP THE TAPE ***