

# Fast Track to Reading – Arabic Notes

## Unit 1

1 2 3 4 5 6 7 8 9 10

Arabic numerals are written from left to right, which may be surprising to some teachers. In Arabic, the symbol we use for zero (0) is the number 5, so this could cause some confusion. After this unit, use opportunities in every lesson to revise numbers in English by referring, for example, to exercise numbers on the Course Book page.

## Unit 2

A T I N

The vowel sounds /æ/ and /ɪ/ are available in Arabic, so should produce few pronunciation problems. However, short vowel sounds are not usually written in Arabic, so students may expect any written vowel to be long.

The consonants /t/ and /n/ also occur in Arabic. There may, however, be problems with students confusing the /t/ sound with a similar one in Arabic which is more pharyngeal because it uses the flat of the tongue and the back of the throat is constricted. We do not have this pharyngeal consonant sound in English, so you may need to correct pronunciation of the letter *t* if students overarticulate it. Throughout this lesson, and the ones following, make sure students are reading from left to right.

## Unit 3

E P

The two sounds in this lesson do not exist in Arabic. A popular technique for teaching Arabic speakers the unvoiced sound /b/ is to show them how to put their fingers on their throat in the region of the voice box. Students then compare the vibrations for the sound /b/ with /p/. However, it is best to practise the correct pronunciation little and often, rather than expect perfection in one lesson.

With the vowel sound /e/, make sure students are pronouncing a short sound rather than a long one, and once again, practise little and often. There will probably be some confusion with the vowel sound /ɪ/ from Unit 2. Fully exploit the activities in Exercises 1, 2 and 3, which contain words with /ɪ/ and /e/ in order to help students with this problem.

## Unit 4

M D

Keep helping students with their pronunciation of the letter *p* in words such as *dip*, *pad*, *map* and *pad*. Students may confuse *b* with *d* because of the right-to-left eye movement. Remind students to read from left to right.

## Unit 5

O

The vowel sound /ɒ/ does not exist in Arabic. Show students the mouth shape for this sound. Give plenty of practice of the sound and contrast with other vowels whenever possible, e.g., *net*, *not*, *tap*, *top*, etc. Make sure students keep the sound short.

## Unit 6

G V

Depending on their dialect, students will confuse the two sounds /g/ and /dʒ/. Arabic speakers do not discriminate between the sounds /f/ and /v/. Students will therefore find this lesson quite difficult and you may wish to provide extra practice using flashcards, etc.

## Unit 7

H L

There are two possible sounds for *h* in Arabic. There is a soft *h*, which is the same as English. There is also a hard *h* sound, which we do not have in English. You need to check students are selecting the correct soft *h* sound for the words in this lesson.

## Unit 8

U C

Students do not have the sound /ʌ/, the closest to it is /ʊ/. Make sure students pronounce words with /ʌ/ using a short vowel sound. There are two sounds in Arabic for /k/. When students say the word *cat*, for example, it should be pronounced with the tongue in a more forward position. The other Arabic sound for /k/ is pronounced with the tongue much further back.

## Unit 9

B S

See Unit 3 for notes on pronouncing the letter *p* as *b*. Students have the sound for the letter *s* in Arabic, but there is another similar sound too, which means that Arabic students often overarticulate the English letter *s*.

## Unit 10

R

As with many nationalities, Arab students will overarticulate the sound of the letter *r*. Use a diagram of the mouth and tongue to show that the tongue should not touch the soft palate with an English /r/ sound. However, once again, it is better to practise the pronunciation little and often, rather than expect perfection in one lesson.

## Unit 11

Y W J

The sounds /j/ and /w/ exist in Arabic so should cause few pronunciation problems. The consonant sound /dʒ/ exists in classical Arabic. However, in some dialects, especially in the Gulf, there is confusion with the sound /g/. This sound has been covered in Unit 6, so give plenty of practice, perhaps with flashcards, in discriminating between the two sounds. Some students, particularly those from Egypt, may also confuse /dʒ/ with the sound /ʒ/. It may be worth pointing out here that the Arabic equivalent of the letter *w*, when it appears at the beginning of a word is pronounced /w/. However, it can be pronounced /u:/ when it appears in the

middle of the word. In addition, the Arabic equivalent of the letter *y*, when it appears at the beginning of the word is pronounced /j/. Conversely, it can be pronounced /i:/ when it appears in the middle of the word.

## Unit 12 F X Z

The sounds /f/ and /z/ both exist in Arabic. However /f/ is often confused with /v/, so you may wish to do some revision of words from Unit 6. The sound of the letter *x* is actually two consonants /ks/ and is represented by two letters in Arabic. Consonant clusters are rare in Arabic so students may put a vowel sound between the two consonant sounds. See Unit 22 for more on consonant clusters.

## Unit 13 K C K

In Arabic, there are two consonant sounds roughly equivalent to the English /k/. One sound is produced at the front of the mouth, and this is the one that you need to encourage students to use. The other sound is further back in the mouth and will produce an overarticulation problem. A diagram may once again be useful to show students how to pronounce the target sound. /k/ and /g/ are often confused, so you may want to revise some words from Unit 6.

Arab students in general will be unused to the idea that two letters can equal one sound, in other words, *digraphs*. This unit is the first time students have been introduced to this concept, so you will need to demonstrate and practise carefully.

## Unit 14 Q U T H W H

In words such as *quid*, the letters *qu* can be transcribed as two sounds /k/ and /w/. There may therefore be a consonant cluster problem with students introducing an extra vowel between the two consonants. (See Units 12 and 22).

You will need to emphasize that the letter *q* is always followed by the letter *u* in written English.

There is also an additional potential problem in that in Gulf Arabic, the letter *q* represents a glottal stop.

Arab students will sometimes misread letters with 'mirror' shapes. In this unit, for example, they could confuse *q* with *p*. In this lesson, *th* is used with function words so the sound is /ð/ (voiced) and not /θ/ (unvoiced).

Some Arab students will try to use a /d/ type of consonant sound. Encourage students to bring the tongue forward between the teeth when practising the production of the target sound.

*Wh* is another digraph (see Unit 13) so you will need to remind students that sometimes in English, two letters can equal one sound. The word *when* is often confused with the Arabic word *wayn*, which means *where*.

## Unit 15 S H C H T C H

In this lesson we not only have two digraphs (*sh* and *ch*) but a trigraph (*tch*) as well! In other words, three letters equal one sound. (See Units 13 and 14.)

The sound /ʃ/ exists in Arabic. However, the sound /tʃ/ does not. Show students the mouth shape for /tʃ/ and give plenty of practice in both listening to the target sound, as well as producing it in isolation and in context.

## Unit 16 O O

The vowel sound /u:/ exists in Arabic. However, again there is the digraph problem of two letters equalling one sound. You may need to revise the sound /ɒ/ (Unit 5) as this does not exist in Arabic Words containing both /ɒ/ and /u:/ appear in this lesson for contrast.

See also notes for Unit 11 for the letter *w* and the sound /u:/.

## Unit 17 E E E A

Revise the sound /e/ (Unit 3), as this is not a vowel sound in Arabic. Words containing both /e/ and /i:/ appear in this unit for contrast.

The long vowel sound /i:/ has an equivalent in Arabic. Again, we have the concept that two letters equal one sound. However, this is further complicated here because two different pairs of letters (*ee* and *ea*) have the same sound /i:/. If necessary, provide extra practice with flashcards. See also Unit 11 for pronunciation information about the letter *y*.

## Unit 18 B E M E

Students have met the letter *e* with the sound /e/ in Unit 3. Here it is dealt with in words where the sound is long – /i:/ as in *be, me*. See also Unit 17 for treatment of the vowel /i:/.

## Unit 19 A Y A I

There is an equivalent of the diphthong /eɪ/ in Arabic. The problem for students is going to be that the sound can be spelt in different ways in English. Select some high cover words from the unit, e.g., *say, pay, rain, mail* and check students understand the meanings (through translation if necessary). Students should learn the spellings of these words.

## Unit 20 N O O A ~ O E .

Revise the sound /ɒ/ (Unit 5) which does not have an equivalent in Arabic. The diphthong /əʊ/ also does not have an equivalent in Arabic. You will need to highlight carefully that this one diphthong sound can have different spellings. Select some high cover words, e.g., *go, no, road, open, don't*, and ask students to learn the spellings.

In Exercise 4, Arab students tend to find the letters *o, a, d, g* and *t* hard to write probably because of the direction used in forming the letters.

Two words in this unit have apostrophes: *don't* and *won't*. There is no equivalent of marking deletions in Arabic with a diacritic, but a dot or mark above a letter changes it to a different letter. Without going into lengthy explanations about the purpose of the apostrophe in short forms, you need to make sure students do not think it has an effect on pronunciation.

## Unit 21 A R

In this lesson, students are introduced to the spelling of the long *a* vowel sound /a:/. This sound is available in Arabic. However, in the examples in this unit, the sound is spelt with two letters – *a* and *r* – *part, card*, etc. As suggested in earlier

units, highlight that two letters can equal one sound. Students may also overarticulate the letter *r* in these words. Write some of the words on the board. Cross out the letter *r* in each word with a line through it. Point to each word and elicit the pronunciation; put a second line through the letter *r* if students continue to overarticulate.

## Unit 22 S T ~ ~ S T

Consonant clusters are rare in Arabic, so students will often try to put a vowel sound between each letter in English. The combination *st* is possible at the beginning of some words in Arabic, but students will try to put an /ɪ/ sound in front. So *star* /sta:/ will become /ɪsta:/. Listen carefully for this problem and correct if necessary.

At the end of words, students may produce a vowel sound between each consonant. Listen for this problem and correct by further drilling; practise the sound in isolation and in target words.

In Exercise 6, students will tend to use a glottal stop where English would use catenation. For example, in the phrase *moon and stars*, students would insert a glottal stop before the word *and*.

## Unit 23 C R T R

These consonant clusters do not appear in Arabic, so students will try to put a vowel sound between each consonant. Make sure students are aware of this difference between English and Arabic. Keep giving plenty of practice and do not expect the problem to disappear quickly!

In Exercise 7, encourage students not to use glottal stops in front of words beginning with vowels such as *on*, *and*, *in*, etc.

## Unit 24 B R D R F R G R P R

See notes for Unit 23 regarding consonant clusters. Also, make sure students are distinguishing between the consonant clusters *br* and *pr*.

Watch out for students misreading words because of eye movements from right to left, for example, *form* instead of *from*.

## Unit 25 A ~ E

The diphthong /eɪ/ was introduced in Unit 19. In this unit, students learn a new way of spelling the sound: *a* + consonant + *e*. Once again, you will need to reinforce the idea that one sound can have different spellings in English.

## Unit 26 I ~ E

The diphthong /aɪ/ does not have an equivalent in Arabic. However, Arabic does have the vowel sounds /a:/ and /i:/, which more or less together make up the /aɪ/ sound. Therefore, by getting students to produce the two single vowel sounds separately and then together, you can help them to produce the target diphthong sound.

## Unit 27 O ~ E

As explained in the notes for Unit 20, the vowel sound /əʊ/ does not have an equivalent sound in Arabic. This unit introduces a new way of spelling this sound: *o* + consonant +

e. Demonstrate the lip shapes and give students plenty of practice in listening to the sound, as well as producing it themselves.

## Unit 28 A B C D E

Arab students are used to the idea that one letter can have different forms. However, in Arabic, the form depends on the position of the letter in a word (it's 'environment') and different forms of a letter are not meaningful. The use of capital letters in English for names, the start of a sentence, acronyms, etc., will therefore be new to most students. Students should be familiar with the idea that letters can have a name as well as a sound.

## Unit 29 B L C L F L G L P L S L

See notes from previous units on consonant clusters.

## Unit 30 ~ N D ~ N K ~ N T ~ N C H

As well as practising two letter consonant clusters, students are introduced to clusters with three consonants, e.g., *lunch*. Students already know the sound /tʃ/ from Unit 15. Do some revision on this sound first. Then you can introduce *~nch*.

## Unit 31 S C S K S M S N S P S W

See previous comments on consonant clusters. In addition, students may put a vowel sound at the beginning of the word, in front of these particular clusters beginning with *s* – *ispeak* instead of *speak*, for example. Consonant clusters with *s* are very common in English. Ask students to learn the five spellings in Exercise 4. In this way, they will learn five different consonant clusters beginning with *s*.

## Unit 32 ~ N G

The phoneme /ŋ/ is often pronounced /n/ or /ng/, and sometimes /nk/. However, students who already know some English may be familiar with the sound /ŋ/ as the verb ending in the present participle. Highlighting the morpheme *~ing* in verbs such as those in Exercise 4 will be extremely useful to Arab students. This is a rare regular pattern of morphology in English that they can follow, which is rare in English. However there is no verb *be* in the present tense in Arabic, so students will tend to omit *is* in the present continuous sentences in Exercise 4.

## Unit 33 O R O R E A W

The students are introduced to the phoneme /ɔ:/, which does not have an equivalent in Arabic. It is often confused with the sound /ɒ/.

Having learned in the previous unit that the ending *~ing* is used for verbs – *sleeping*, *drinking*, etc. – you will need to explain that *morning* is not a verb!

## Unit 34 O W O U ~

The phoneme /əʊ/ exists in Arabic. Once again, students need to grasp that one sound can be represented by two different pairs of letters.

## Unit 35 ~ Y

In this lesson, students learn that the letter *y* can have different sounds depending on its environment. Students are already familiar with the phoneme /i:/ from Units 17 and 18, in words such as *been*, *team*, *me* and *be*. This sound is available in Arabic, but you can spend a few minutes revising recognition of words from those units.

Students have also learned the phoneme /aɪ/ in Unit 26 in words such as *time*, *side*, etc. Since this phoneme is not available in Arabic, it may be worth revising it before starting this lesson.

The most important concept to stress in this lesson, for Arab students, is the doubling of letters in words such as *happy*, *lobby*, etc. Make sure students do not try to insert a vowel sound between the doubled consonants. The doubling symbol in Arabic, called *shadda*, indicates that the stress will fall on the syllable in front. This is normally true in English, e.g., *happiness*, but there are, as always, exceptions, e.g., *application*.

The word *why* is also introduced in this lesson and students need to learn that the letter *h* is not pronounced in this word. Exercise 6 is a gentle introduction to alphabetical ordering of words in English. This is not an entirely new concept for Arab learners, but Arabic dictionaries sometimes list words only as roots so you will find a derived form out of alphabetical order below the root word it comes from, e.g., *mata'am* (restaurant) will be under *ta'am* (eat). In this activity, students do not have to know the order of the alphabet to be able to complete the task. They do have to understand that they need to look at the initial letter of each word in the row and the answer words.

Students need to be able to match the initial letters in order to complete the task, so remind them to read from left to right. This task therefore helps with left-right eye movement.

## Unit 36 O Y ~ O I ~

The target phoneme is /ɔɪ/, which is not available in Arabic. Demonstrate the mouth shapes used for this sound.

Having learned in the previous lesson that the letter *y* can be pronounced /i:/ or /aɪ/, students need to understand in this lesson that it can also be pronounced /j/, as in *annoying* and *enjoying*. Students will find the latter word particularly difficult to read because of the /dʒ/ sound in the middle.

## Unit 37 I R U R O R

The target phoneme is /ɔ:/, which is not available in Arabic. Demonstrate the mouth shape for this sound. Make sure students realize there are several different spellings for this one sound. Once again, there will be a tendency to pronounce the letter *r* in words such as *bird*, *first* and *fur*. Since Arabic is spelt phonetically, students will try to do the same with English. The word *first* may sound more like *forest*, or *fearest*, for example. It is now even more essential from this unit on that students try to recognize the shape of each word, rather than try to spell it out.

## Unit 38 ~ C E C E ~ C I

Students learned the letter *c* with a /k/ sound in Unit 8. In this lesson, they will learn that it can also have the sound /s/. Arab students will face the difficulty outlined in earlier units – learning that one sound can have different spellings.

## Unit 39 ~ E R

Arab students will tend to pronounce the ~er ending with either a full *r* sound because of the spelling, or a /ʌ/ sound instead of the more reduced schwa. In addition, teachers will need to remind students, as in Unit 35, that although the consonant is doubled in words such as *bigger*, only one consonant is pronounced.

Make sure students do not have problems with words containing unvoiced sounds such as *hotter*, *pepper*, *copper*, etc.

## Unit 40 E E R E A R E E R E

Students are introduced to the phoneme /ɪə/, which is not available in Arabic. The problems for Arab students in this lesson will now be familiar:

- one sound, but different spellings
- the letter *r* is not pronounced

There is also a new challenge, the introduction of homophones, which are very rare in Arabic: *here* and *hear*. Select some high cover words from the lesson for students to learn the spelling of: *near*, *hear*, *year* and *here*.

## Unit 41 A I R ~ A R E

Students are introduced to the phoneme /eə/, which is not available in Arabic. There will be similar problems to those outlined in Unit 40 above.

In addition, be aware of potential problems with words such as *scare*, *square*, *share*, *spare* and *stair*, where students may introduce an extra vowel sound at the beginning of the word and/or between the consonant clusters.

## Unit 42 E W U E

Students are already familiar with the phoneme /u:/ and its spelling *oo*. It also exists in Arabic.

In this lesson, students learn new spellings of this sound. Students should be able to hear the /j/ sound in words such as *new*, *few*, etc. This means that students need to understand that the letter combinations *ew* and *ue* can be pronounced /u:/ or /ju:/. However, the letter *j* is not written. This will be a new concept for Arab students. You can give some general rules, but there are exceptions. For example, words with the /u:/ sound tend to begin with consonant clusters: *blue*, *grew*, etc. Exceptions (in British English) are words beginning with *st*, e.g., *stew*. For Exercise 6, see notes for Unit 35. In addition, check the pronunciation carefully of words with silent letters: *when*, *which*, *while*.

## Unit 43 ~ E L L ~ I L L ~ A L L ~ U L L

The phoneme /ɪ/ exists in Arabic. As before, make sure that students do not insert a vowel sound between the two *l*'s in each word.

Students will have difficulty in discriminating between the short vowel sounds in the target words *bell*, *bill*, *ball* and *bull*.

## Unit 44



The vowel sounds in this lesson are /aɪ/, /ɔ:/ and /eɪ/ – all of which have been taught before. /aɪ/ and /ɔ:/ are not available in Arabic; however the name *Dubai* is pronounced with a final /aɪ/ sound. Its correct Arabic pronunciation should be with /eɪ/, but the pronunciation we are now so used to has become so universal that even Arabs pronounce *Dubai* with the /aɪ/ ending.

The spelling of the target words and sounds is obviously the problem for Arab learners here, as it will be with many other learners as well. Silent letters do not exist in Arabic.

Since the *ght* combination of letters is so common in English, it is important that students begin to relate sight and sound with the patterns shown in this lesson.

Students may have further problems with the consonant clusters in the following words: *slight*, *fright*, *flight* and *midnight*.

Other points to focus on:

- the order of the letters *e* and *i* in words such as *weight*, *height*, *weigh*, etc.
- pronunciation of the word *neighbour*, which needs a *schwa* sound at the end.

Finally, there are a deliberately wide variety of typefaces in the lesson in order to expose students to them. Some students may have difficulty in dealing with this variety at first, and will need to have the same words in different typefaces highlighted for them, perhaps using an OHT/IWB.

## Unit 45



As in Unit 42, students will need help in understanding that similar patterns can produce different sounds, either /u:/ or /ju:/ for example *lute* and *cute*. Revise words from Unit 42 containing the sounds /ju:/ – *cue*, *few*, etc. Remind students of the rule that words beginning with consonant clusters tend to be pronounced /u:/. Exceptions in this lesson are words beginning with *l* and *r*.

## Unit 46



Students will need to be able to distinguish between short vowel sounds and diphthongs in pairs of words such as *cab* and *cable*, *rif* and *rifle*. You will need to deal with problems with consonant clusters in words such as *cable*, *rifle*, *table*, *dazzle*, *battle*, etc. In fact, there is a *schwa* sound in these words, for example, in *cable* (/keɪbəl/), but you need to make sure it is not pronounced with a full /ʌ/ or (more likely) /ʊ/ sound.

There may be problems with 'mirror' letters in words such as *bib*, *tab*, *gab*, *hob*, etc., which may be misread as *did*, *tad*, etc. Also, students may read some of the words from right to left: *tab*, *tap*, *gab*, *mud* and produce *bat*, *pat*, *bag*, *dum*, etc.

## Unit 47



The areas that Arab students will find difficult in this lesson have all been mentioned in previous units, but can be summarized again here as follows:

- same spelling pattern, but different pronunciation: *should*, *shoulder*
- homophones: *wood*, *would*, *bolder*, *boulder*

- consonant clusters: *boulder*, *shoulder*

- silent letter *I* *should*, *would*, *could*

- the target phoneme /əʊ/ is not available in Arabic

## Unit 48



Students may pronounce the target sounds /θ/ (unvoiced) and /ð/ (voiced) as /t/ and /d/ respectively. Encourage students to bring their tongue forward between their teeth for both sounds.

## Unit 49



Arabic has both cardinals and ordinals, and they have different forms as in English. However, in Arabic, *the* always comes in front of ordinals.

Irregular spellings in the words *one* and *two* will be problematic, since Arabic is spelt phonetically. The words *come*, *son* and *some* containing the target sound /ʌ/ will also need lots of practice.

Arab students will face similar problems in this lesson to those of most students because of the irregularities of the English language. These can be summarized as follows:

### cardinal numbers

- irregular spellings: *one*, *two*, *fifteen*, *fifty*, *eleven*, *twelve*
- irregular pronunciation: *five*, *fifteen*
- consonant clusters: *fifteen*, *twelve*, etc.
- silent letters: *eight*, *thirteen*, etc.
- words containing Arabic allophones: *five*, *fifty*

### ordinal numbers

- pronunciation of *th* at the end of each ordinal number
- pronunciation of consonant clusters: *fifth*, *sixth*, *seventh*, *ninth*, etc.
- pronunciation of words containing Arabic allophones or sounds that do not exist in Arabic: *third*, *fourth*, *fifth*
- reading and writing of abbreviations: *1<sup>st</sup>*, *2<sup>nd</sup>*, etc.

A possible solution is to use this lesson as an introduction to cardinal and ordinal numbers, and not expect too much success initially. Keep returning to the words and do a few minutes revision each time. Many of the ordinals after *first*, *second* and *third* are rarely used, so do not spend a lot of time trying to practise the correct pronunciation. As long as students are familiar with the spelling patterns, that will be sufficient for the time being.

## Unit 50



These triple consonant clusters will be difficult for the students to pronounce. Because the words begin with *st*, there will also be a tendency to put a vowel sound in front of each word so that *strong* becomes *istrong* or even *isitrong!* In addition to this, there will be a tendency to overarticulate the *r* in each word. Give students plenty of opportunity to listen to the correct pronunciation of the target words.

## Unit 51



In this lesson, consonant clusters may continue to be a problem. In addition, as pointed out above, the phoneme /ŋ/ does not exist in Arabic, so you will need to check carefully words such as *angle*, *bangle*, etc.

The word *scrambled* will be difficult as there is not only a

consonant cluster at the beginning but, in effect, a four consonant cluster at the end of the word. It should be pronounced /skræmbld/ and not /skræblid/. Check the stress in three-syllable words such as *triangle* and *example*.

## Unit 52 ~ G E G E ~

Some students, particularly from the Gulf area, would have difficulty in discriminating between the two different sounds of the letter *g* in words such as *rag* and *rage*. This activity is therefore extremely useful for them. You also need to highlight that the target sound /dʒ/ can be written with two different letters: *g* and *j*.

## Unit 53 O O U O W

This lesson highlights to students that one pair of letters (*ow*) can have two vowel sounds: /aʊ/ (which exists in Arabic) and /əʊ/ (which does not exist in Arabic). You can highlight the rules for the choosing the correct pronunciation (as explained in the TB notes for this lesson), or you can leave students to induce the rules, if you prefer. Select some high cover words for students to learn the pronunciation and spelling of: *now*, *how*, *slow*, *down* and *our*.

## Unit 54 P H ~ G H

As pointed out before, the sound /f/ is often confused with /v/. In this lesson, students also need to learn that there are three possible spellings of the sound: *f*, *ph* and *gh*. However, students are probably already familiar with *phone* and *photo* as international words.

## Unit 55 K N G N W R W H

Although silent letters do not exist in Arabic, students should by this time be a little more familiar with the concept in English after working through this course. Ask students to learn the meanings, spelling and pronunciation of some of the high cover words from this unit: *know*, *knee*, *knife*, *write*, *wrong* and *who*.

## Unit 56 E A A I E Y E I R A R E E R E I R E

This unit will be useful for Arab learners, as it helps them recognize the same spelling pattern used for different sounds in common words. It may be useful to remind teachers of the vowel sounds Arab students have in their own language that are used in this lesson:

/i:/, e.g., *teach*

/eɪ/, e.g., *pay*

/a:/, e.g., *car*

The following are not available in Arabic:

/e/, e.g., *bed*

/ɒ/, e.g., *hot*

/ɜ:/, e.g., *her*

/eə/, e.g., *fair*

In addition, the words in the penultimate group for Exercise 1 beginning with the word *fire* are difficult to pronounce because of the vowel sounds (/faɪə/). The diphthong + schwa sound and the influence of the spelling on the pronunciation mean these are essential words for Arab students to recognize and practise.