
WORKSHEET 1:

Read the following.

عَفَا	طَوَّ	بَطَّ	حَطَّ
خَفَّ	لَعَّ	عَوَّ	غَشَّ
نَقَّ	خَفَّ	تَقَّى	فَسَّ
لَكَ	لَمَّ	مَتَّ	قَتَّ
هَيَّ	هُوَّ	مَلَّ	مَيَّ
مَعَ	حَمَّ	تَرَّ	بَكَ

WORKSHEET 2:

Read the following.

مَنَعَ

مَثَلَ

شَتَمَ

قَبَسَ

فَخَرَ

نَحَرَ

فَجَرَ

لَقِيَ

عَضَدَ

بَصَرَ

كَشَفَ

حَسَدَ

ضَغَطَ

فَعَلَ

حَظَرَ

فَطَنَ

خَمَصَ

خَلَقَ

سَقَطَ

نَفَثَ

كَذَبَ

خَدَمَ

نَهَرَ

سَكَنَ

WORKSHEET 3:

Read the following.

أَكَلَ

أَوَدَّ

حَزَمَ

صَرَعَ

كَتَبَ

ضَرَبَ

ذَبَحَ

عَمَلَ

تَرَكَ

مَطَرَ

ظَهَرَ

قَرَأَ

سَجَدَ

فَتَحَ

رَسَمَ

غَرَسَ

حَمَلَ

شَكَرَ

حَضَرَ

فَلَحَ

صَمَتَ

مَثَلَ

جَلَسَ

سَكَنَ

LESSON 14: READING WITH JOINED LETTERS (B)

Before beginning this lesson it is advisable to go back to lesson 1 with the student and revise some of the words in it at random. This will familiarize the student once more with *kasra* and make this lesson less daunting.

Do not rush through this lesson, take the necessary time doing it. Proceed to the next lesson only if he/she can confidently recite the whole page with words picked out randomly.

لَحِقَ

كَبِرَ

قَبِلَ

لَبِسَ

عَلِمَ

يَسِرَ

فَهِمَ

نَخِمَ

لَقِيَ

بَغِضَ

أَبَلَ

سَمِعَ

عَطِشَ

بَشِمَ

كَسَلَ

شَهِدَ

حَمِدَ

أَرَمَ

قَنَطَ

سَفَهَ

LESSON 14: READING WITH JOINED LETTERS (B)

Read the following.

رَضِيَ وَادٍ خَشِيَ مَلِكٍ

فَتَحَ لَقِيَ كَتَبَ مَلِكٍ

أَدَبَ قَرَدَ سَمِعَ حَبَطَ

لَمَسَ عَهْدَ شَفَقَ قَلَمَ

عَهْدَ حَلَبَ لَعِبَ بَرَقَ

حَطَبَ فَعَلَ أَبَلَ بَلَدَ

LESSON 15: READING WITH JOINED LETTERS (C)

Before reading this lesson, go back to lesson 1 reading words at random. That will make this lesson less daunting.

This is a difficult lesson. Proceed to the next lesson only if the student is fluent.

ضَمْرَ

كَبُرَ

شَجُعَ

قَرُبَ

قَبِحَ

كَرُمَ

شَحِمَ

قَدُسَ

صَغُرَ

أَدَبَ

نَضِفَ

رَهْفَ

سُءِلَ

غَلِظَ

يَقُظَ

خَدِبَ

بَعُدَ

سَهَّلَ

عَسُرَ

ثَقُلَ

جُمِعَ

خُلِقَ

كُتِبَ

نُفِجَ

LESSON 16: READING WITH JOINED LETTERS (D)

All the words on this page are as they would be in the Holy Qur'ān. Student must be fluent in reading this lesson before moving to the next lesson.

Try reading against the clock. If the student can read this entire page in 3 minutes he/she is doing quite well.

بِكَ

هِيَ

لَكَ

هُوَ

خَلَقَ

مَعَ

لِمَ

تَرَ

قَدَرَ

كَسَبَ

حَسَدَ

وَقَبَ

فَرَضَ

شَرَحَ

صَدَقَ

وَهَبَ

نُفِخَ

هُدِيَ

قُدِّرَ

وَلَدَ

وَعِدَ

ضُرِبَ

غُفِرَ

خُلِقَ

LESSON 16: READING WITH JOINED LETTERS (D)

Read the following.

رَضِيَ

قَضِيَ

يَضَعُ

كُتِبَ

غَشِيَ

بَخِلَ

نَسِيَ

سَمِعَ

لَدِي

لَقِي

وَلِي

لَبِثَ

عُقِدَ

أُخِرَ

لَهُوَ

تَبِعَ

رُسُلُ

أَفُقُ

بِيَدِكَ

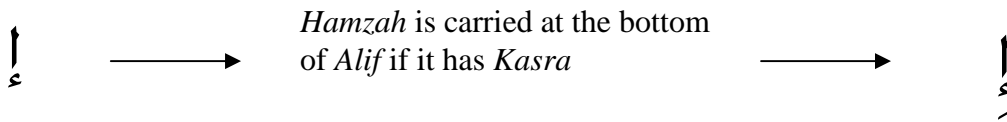
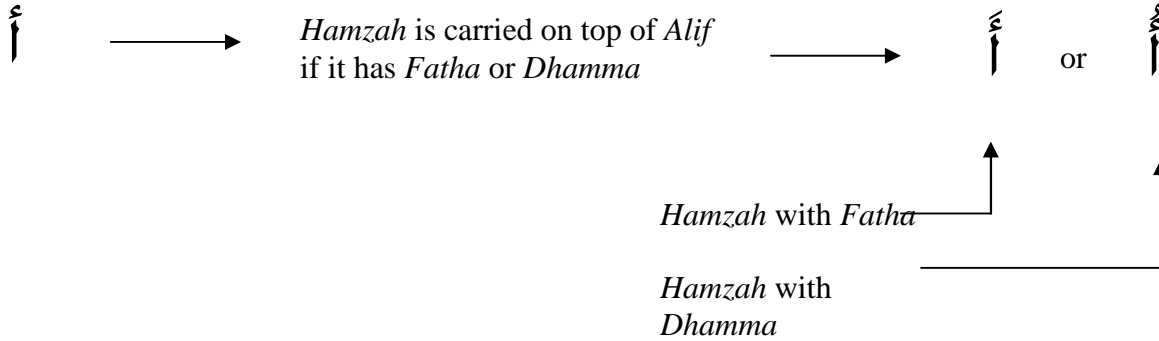
خَلَقَكَ

عَدَلَكَ

وَجَدَكَ

LESSON 17: HAMZAH AT THE BEGINNING OF A WORD

At the beginning of a word, *Hamzah* is always carried by *Alif*. It is placed on top or at the bottom of *Alif*, depending on the *Haraka* used.



Please note: students get confused between ا and آ in the beginning of a word. Tell the student that ا is carried by ا and is never joined when at the beginning of a word.

Exercise: Put a *Hamzah* on *Alif* at the right place as indicated by the *harakāt*. An example has been provided.

ا	ا	ا	أ
Kasra	Fatha	Kasra	Dhamma
ا	ا	ا	ا
Dhamma	Kasra	Dhamma	Fatha

LESSON 17: HAMZAH

In the middle of a word, *Hamzah* is carried by one of three letters:

1. *Alif*.

ا → سَأَلَ

ي → أَفْئِنِّ

2. *Waw*.

و → بُوِئِسَ

3. *Yaa'*. The *Nuqāt* of *Yaa'* are dropped.

ي → سِئِلَ

ي → قَائِلَ

ي → بَارِئُ

In some copies of Qur'ān, *Hamzah* appears in the middle of the word on its own.

At the end of a word, *Hamzah* appears on its own, on *Waw*, on *Yaa'* (as in the last example), and in some copies of Qur'ān, it appears on *Alif*.

WORKSHEET 1

Put *Hamzah* with the proper *haraka* at the appropriate place indicated by the transliteration. (Capital vowel has been used in the transliteration for *Hamzah*.)

سُئِلَ

Su I La

أَقْلَ

A Qa La

إِلَ

I La

نَبَا

Na Ba A

سَالَ

Sa A La

بُوسُ

Bu U Su

WORKSHEET 2

Read the following. If the student has difficulty understanding this lesson, tell him/her to treat *Hamzah* as *Alif*.

أَقْلَ سَأَلَ عَهْدَ قَبِحَ

مَيْدَ عَمَلَ نَبَأَ بَلَغَ

ذَبَحَ لَمَعَ أَسِفَ شَرَحَ

سَأَلَ خَرَجَ سَيِّمَ أَمَرَ

مَسَخَ أَخَذَ عُرِفَ أُخِرَ

بُؤْسُ أُنُقِ سَبَّحَ يَيْسُ

سَمِعَ خَشَعَ أَثِقَ سَنَّحَ

LESSON 18: SUKŪN

A semi-circle (a half circle) or a small circle on top of a *Harf* is called a *Sukūn*.

The *Sukūn* joins. That means that the sound of the *Harf* that has a *Sukūn* on top of it has to be joined to the *Harf* before it.

For example:

Ta + (Baa with Sukūn) = Tab

Sukūn
↙

تَبْ = بْ + تَ

Sukūn really means ‘silent’; that is, a letter with a *Sukūn* on top of it does not have a vowel sound of its own, therefore, only the sound of the letter should be pronounced.

To explain the point further, use the names of the students in the class or words of the language with which the student is familiar.

For example:

فَرَحَتْ

أَنْوَرَ

أَصْفَرَ

Instill in the student that in Arabic, a word can never begin with a letter bearing a *Sukūn*. The *Sukūn* can only be read if the previous letter bears a *Haraka* (*fatha*, *kasra* or *dhamma*).

If the student reads the letter with *Sukūn* as a letter with *fatha*, try the following exercise:

Tell the student that you wish to spell the name Muhsin. Which of these two versions is correct?

مُحْسِنٌ

مُحْسِينِ

WORKSHEET 1

Put the right sign on each of the letters below, then say it to your parent and teacher. An example has been provided.

Fin = فن

Ab = أَب

Jad = جد

Fir = فر

Lam = لم

Wan = ون

Hum = هم

Kul = كل

Sib = سب

Khif = خف

Tib = تب

Ruq = رق

WORKSHEET 2

Read the following.

سِرِّ

أَوْ

زِنِ

نَمِّ

ضَوِّ

نَمِّ

حُمِّ

سَيِّ

قُلِّ

مَوِّ

ثَيِّ

إِنِّ

كَوِّ

مَتِّ

بَيِّ

رُضِّ

صُنِّ

صَوِّ

خُنِّ

مَيِّ

قَوِّ

إِنِّ

أَيِّ

زُرِّ

هُمِّ

أَوِّ

كُمِّ

صَيِّ

WORKSHEET 3

Read the following.

طَيُّ

بِعِ

زَوْ

نَيُّ

ضُعُّ

لَيُّ

هُوُّ

سَلُّ

يَقِيُّ

مُرُّ

شَمُّ

ثَوُّ

كُلُّ

يَيُّ

بَلُّ

رَوُّ

وَوُّ

صِفُّ

خَوُّ

مِنُّ

قَصُّ

ظَوُّ

أَنْ

زَيُّ

لَوُّ

كِفُّ

كَيُّ

صَفُّ

WORKSHEET 4

Read the following.

وَعِظُ لَكُمْ فَهَلْ لَهُمْ

بَدَنُ قَلَمُ صَدَفُ تَرَكَ

أَلَمْ نَجِفُ غَنَمُ مَلَكُ

صَفَرُ نِعَمُ لِمَنْ فَصُرُ

بَغَتْ بِهِمْ حَجَبُ قَسَتْ

فَقُلُ رَزَقُ تَخَفُ قَلَمُ

حُكْمُ قُلْتُ فُلُكُ نَحْنُ

WORKSHEET 5

Read the following.

تَلْكَ	سَوَطَ	أَيْنَ	حُكْمُ
حَيْثُ	حَمْدُ	سَوْفَ	بَيْتِ
يَوْمَ	صَيْفِ	عِلْمِ	فَوْتِ
بَعْدُ	حَوْلَ	عَيْنِ	إِثْمِ
مُلْكُ	غَيْرِ	إِهْدِ	ضَيْفِ
لَيْسَ	رَيْبَ	لَسْتُ	لَيْتَ
		كَوَثَرَ	أَوْهَنَ

LESSON 19: SUKŪN

Read the following.

أَنْزَلَ	أَمَهَلَ	أَلْقَتُ	أَثِمَ
أَمْسِكَ	أَصْبِرْ	أَرْكُضْ	يُعْظِمُ
أَكْبُرْ	تَنْهَرْ	أَحْسَنْ	نَشْرَحْ
شَرِبْتُ	مَرَّهْمُ	لَشَكَرْ	أَفْضَلُ
أَسْلَمُ	رَحِمْتُ	غَفَلْتُ	بَرَكَتُ
جَلَوَهُ	خَلَقْتُ	دَرَّهْمُ	قَسَمْتُ
مِحْنَتُ	سَجَدَهُ	سِمْسِمُ	مِسْطَرُ

LESSON 19: SUKŪN

Read the following.

أَهْلُكَ	مُسْلِمٌ	مِنْكُمْ	مُشْكِلٌ
يُهْلِكُ	قَلْبَكَ	ظَلَمْتُ	عِلْمَكَ
تَعْلَمُ	غَلَبْتُ	خَلْفَكَ	قُتِلَ
أَخْلَدَهُ	يَحْسَبُ	بِإِذْنِ	الْحَمْدُ
أَسْتَغْفِرُ	تُسَكِّنُهُ	عَلِمْتُمْ	نُصِبْتُ
بِعِلْمِكَ	فَقُلْتُ	بِرَحْمَتِكَ	أَسْتَشْفَعُ
نَسْتَغْفِرُكَ	تَحْبِسُ	أَسْأَلُكَ	خَفَقْتُ

LESSON 20: QALQALA

ق ط ب ج د

When any of the above five letters bears a *sukūn*, the sound has to be clear as if there is an echo. Care should be taken that the echoing sound does not go to the extent of sounding as though a *fatha* has been added.

The rule is called **QALQALA**, which means stress.

It might help to remember the letters by the word:

قُطِبُ جَدُّ

You may like to use the example of سُورَةُ الْإِخْلَاصِ in which دُ has to be pronounced with stress in 5 words

Note: When any of the letters of *qalqala* appear in the middle of a word bearing a *sukūn*, then the rule of *qalqala* is applied but with less stress.

For example:

أُدْفُقُ

إِقْرَأُ

WORKSHEET 1

Place a *sukūn* on all the five letters that must be pronounced with stress. There is more than one letter of each of the five. Remember the two special words.

م	س	ب	خ	ك	ا	ق
ج	ء	ي	و	غ	د	ض
ك	ب	ذ	ط	ه	ث	ا
ق	ص	ل	د	فا	ج	ز
ت	ن	ط	ع	ح	ب	م
ص	د	ء	ر	ش	ل	ط
و	فا	ج	ظ	ت	ق	ه

WORKSHEET 2

Read the following words with *sukūn*, paying attention to the five letters, which must be pronounced with stress.

حَجَّ

ذُقْ

أَبْ

جَدَّ

عَدَّ

تُبَّ

ثِقْ

قَدَّ

إِشْرَبْ

مَجْلِسْ

إِجْلِسْ

أَعْبُدْ

أُصَدِّقْ

سُطِّحَتْ

لَمْ يَلِدْ

إِذْهَبْ

إِقْرَأْ

أَدْخُلْ

أُدْرُسْ

أَسْكُتْ

إِدْفَعْ

لَمْ يُخْلَقْ

مَسْجِدْ

أُدْفِقْ

WORKSHEET 3

This worksheet contains extracts from *ayāt* of the Holy Qur'ān, which the students can read. Point out this fact to the student as an encouragement.

You will now be able to identify any problems the student may be having in identifying sounds, *harakat*, or *sukūn*.

وَ أَرْسَلَ عَلَيْهِمْ

الْمَ تَعْلَمُ

أَنْعَمْتَ عَلَيْهِمْ

وَ إِذْ قُلْتُمْ

كَيْفَ رُفِعَتْ

وَ مَنْ أَظْلَمُ

وَ لَقَدْ عَلِمْتُمْ

أَمْ كُنْتُمْ

الْمَ نَشْرَحُ لَكَ صَدْرَكَ

أَمْ حَسِبْتُمْ أَنْ

وَ إِذْ أَخَذَ

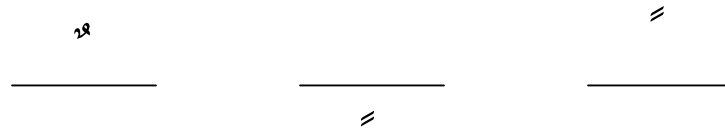
كَيْفَ نُصِيبَتْ

عَنْكَ وَزُرْكَ

LESSON 21: FATHA TANWĪN

Tanwīn means adding the sound of ن on a vowel ‘a’, ‘i’ or ‘u’. In English it is called Nunation.

The *Tanwīn* sign is a double vowel: double *fatha*, double *kasra* and double *dhamma*. *Tanwīn* is always placed at the end of a word.



Fatha tanwīn makes the sound **an** as in *bun*, *sun*, *fun*.

Fatha tanwīn is always written with ا except with the letter *tā marbūṭah*

بَا ← بِنْ

سَا ← سِنْ

فَا ← فِنْ

In some cases *fatha tanwīn* is also written with ي where ي is not pronounced.

WORKSHEET 1:

Place a tick (✓) in the box if the square contains *tanwīn*. An example has been provided.

وَأَ

كَأَ

تَقَنَّ

بَاءَ
✓

ضَاءَ

لَاءَ

فَاءَ

طَاءَ

بَاءَ

هَنَّ

قَاءَ

سَاءَ

دَاءَ

هَاءَ

فَاءَ

لَاءَ

WORKSHEET 2:

Re-write the following to letters with *tanwīn*. An example has been provided.

← كَنْ

هَنْ ← هَا

← طَنْ

← سَنْ

← رَنْ

← تَنْ

← عَنْ

← فَنْ

← قَنْ

← جَنْ

← وَنْ

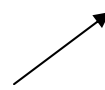
← لَنْ

WORKSHEET 3

Read the following.

جًا	ثًا	تًا	بًا
ذًا	دًا	خًا	حًا
شًا	سًا	زًا	رًا
ظًا	طًا	ضًا	صًا
قًا	فًا	غًا	عًا
نًا	مًا	لًا	كًا
يًا	وًا	هًا	ةً

the letter *tā marbūṭah*



WORKSHEET 4

Read the following.

هَآ

لَآ

آ

بَآ

هَّ

رَآ

فَآ

ء

أَبَدَآ

قَى

الَآ

ضَآ

مَلِكَآ

جَنَفَآ

طَبَقَآ

رَغَدَآ

لَعِبَآ

قَصَصَآ

عَنِآ

مَثَلَآ

لَبَنَآ

قَدَرَآ

أَسِفَآ

ثَمَنَآ

لُبَدَآ

كُفُوا

شَطَطَآ

كَذِبَآ

WORKSHEET 5

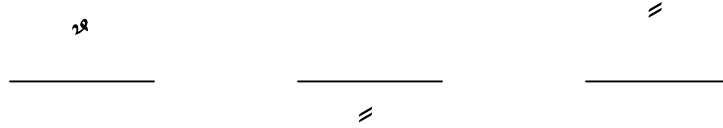
Read the following.

تَوْبَةً	رُسُلًا	هُزُوا	سُرُورًا
أَحَدًا	قَى	مَرَضًا	فَتْحًا
يُسْرًا	عُسْرًا	رِزْقًا	أَمْرًا
زَوْجًا	تَوْبَةً	ضَرْبًا	رَغَدًا
طَيْرًا	هُونًا	صَوْمًا	غَوْرًا
بَقْرَةً	عَلَقَةً	مَيْتًا	كَيْدًا
مَغْفِرَةً	جَهْرَةً	نَخْرَةً	حَسَنَةً

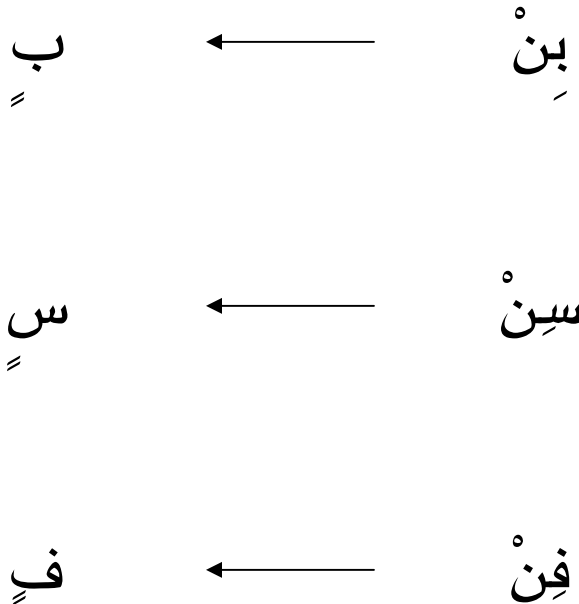
LESSON 22: KASRA TANWĪN

Tanwīn means adding the sound of ن on a vowel ‘a’, ‘i’ or ‘u’. In English it is called Nunation.

The *Tanwīn* sign is a double vowel: double *fatha*, double *kasra* and double *dhamma*. *Tanwīn* is always placed at the end of a word.



Kasra tanwīn makes the sound **in** as in *bin*, *sin*, *fin*.



WORKSHEET 1:

Place a tick (✓) in the box if the square contains *tanwīn*.

لِ

نَظِي

نِ

مِنْ

نَظِي

إِنْ

سِ

تِ

عِ

نِ

هِ

كِ

فِ

وِ

فِنْ

اِ

WORKSHEET 2:

Re-write the following to letters with *tanwīn*. An example has been provided.

← فِئْ

← عِئْ

← جِئْ

← قِئْ

← لِئْ

← وِئْ

← هِئْ

← كِئْ

← سِئْ

← طِئْ

← تِئْ

← رِئْ

WORKSHEET 3

Read the following.

تِ	بِ	اِ	اِنْ
خِ	حِ	جِ	ثِ
زِ	رِ	نِ	دِ
ضِ	صِ	شِ	سِ
قِ	فِ	غِ	عِ
مِ	مِنْ	لِ	كِ
يِ	هِ	وِ	نِ

WORKSHEET 4

Read the following.

كَبَدٍ

لَا

ث

بَا

ة

فُرُشٍ

نَهْرٍ

ة

أَبَدًا

قَى

غَضَبٍ

مَسَدٍ

مَلِكًا

لَهَبٍ

عَمَدٍ

بِدْمٍ

لَعِبًا

عَلَقٍ

سَحَرٍ

مَثَلًا

طَبَقٍ

قَدْرًا

جَبْرٍ

شَجَرٍ

حَرَجٍ

أَكُلٍ

كَذِبٍ

سَنَةٍ

WORKSHEET 5

Read the following.

رَقَبَةٌ

بَرَرَةٌ

سَفَرَةٌ

صُحُفٌ

نَوْمٌ

لُمَزَةٌ

لُمَزَةٌ

ثَمَرَةٌ

نَفْسٌ

نُسْكٌ

قَدْرٌ

يُسْرٌ

نَصِيرٌ

فَمٌ

فَضْلٌ

بَعْضٌ

لَوْحٌ

خَوْفٌ

مُقْتَدِرٌ

كَلِمَحٌ

ضَيْقٌ

قُرَيْشٌ

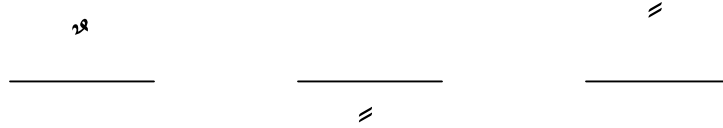
بَدَيْنٌ

يَوْمِئِذٍ

LESSON 23: DHAMMA TANWĪN

Tanwīn means adding the sound of ن on a vowel ‘a’, ‘i’ or ‘u’. In English it is called Nunation.

The *Tanwīn* sign is a double vowel: double *fatha*, double *kasra* and double *dhamma*. *Tanwīn* is always placed at the end of a word.



Dhamma tanwīn makes the sound **un** as in *Khairun*, *Rusulun*, *Salāmun*.

بُ ← بِن

سُ ← سِن

فُ ← فِن

WORKSHEET 1:

Place a tick (✓) in the box if the square contains *tanwīn*.

ا

ط

ح

أن

فا

ه

ض

ك

ب

فن

ر

ر

ي

س

س

ل

WORKSHEET 2:

Re-write the following to letters with *tanwīn*. An example has been provided.

← سُنْ

رُ ← رُنْ

← تُنْ

← طُنْ

← كُنْ

← كُنْ

← هُنْ

← وُنْ

← فُنْ

← قُنْ

← جُنْ

← عُنْ

WORKSHEET 3

Read the following.

ت

ب

ا

ح

خ

ج

د

ث

ذ

ر

ز

س

ض

ص

ش

س

ق

ف

ع

ع

ن

م

ل

ك

ي

و

هـ

هـ

WORKSHEET 4

Read the following.

ل

ه

ث

ر

ب

هـ

فـ

د

هم

أب

ظم

ح

كُتِبَ

أَحَدٌ

ظم

يَدٌ

أُذُنٌ

قَسَمَ

سَرَرُ

وَلَدٌ

حَرَمٌ

رَجُلٌ

رَسَلُ

سِنَّةٌ

بَقَرَةٌ

صَنَمٌ

قَمَرٌ

بَشَرٌ

WORKSHEET 5

Read the following.

رُوحٌ

شَجَرَةٌ

قَتْرَةٌ

غَبْرَةٌ

شَيْءٌ

خَيْرٌ

قَوْلٌ

نَوْمٌ

خَيْرٌ

بَيْتٌ

وَيْلٌ

عَيْنٌ

عَمِيٌّ

شَمْسٌ

بُكْمٌ

فَوَيْلٌ

قَدْرَةٌ

قَدْرٌ

ضَرْبٌ

فَهْمٌ

مُسْتَبْشِرَةٌ

مُسْفِرَةٌ

حَبْلٌ

أَخْتٌ

LESSON 24: REVIEW LESSON

Read the following.

أَفُقِ

تَبِعَ

خَلِقَ

نَفِجَ

بِيَدِكَ

خَلَقَكَ

عَدَلَكَ

وَجَدَكَ

بُؤْسُ

أَثِقَ

سُئِلَ

نَبَأُ

نِعَمُ

فَصِرُ

نَجَفُ

لَكُمْ

بَعْدُ

إِثْمِ

نَحْنُ

قُلْتُ

لَيْتَ

ضَيْفِ

حَيْثُ

أَيْنَ

سَوْفَ

حَوْلَ

يَوْمَ

سَوْطَ

LESSON 24: REVIEW LESSON

Read the following.

يُعْظِمُ جَلْوَهُ أَرْكُضُ مُشْكِلُ

أَوْهَنَ أَهْلُكَ أَخْلَدَهُ تُسْكِنُهُ

أَسْأَلُكَ عَلِمْتُمْ بِرَحْمَتِكَ بِعِلْمِكَ

أَسْتَغْفِرُ أَسْتَشْفِعُ نَسْتَغْفِرُكَ لَمْ يُخْلَقْ

وَ أَرْسَلَ عَلَيْهِمُ الْمَ نَشْرَحُ لَكَ صَدْرَكَ

تَوْبَةً رُسُلًا كَيْدًا ضَرْبًا

يَوْمِئِذٍ قُرَيْشٍ شَجَرَةٌ شَيْءٌ

