



CLASS 5
AGE 8 YRS

QU`RAN
READING
MANUAL



أولئك

Name of Student: _____

HAYDARI MADRASAH (NAIROBI - KENYA)



HAYDARI MADRASAH (NAIROBI)

QUR'AN READING

CLASS FIVE - AGE 8 YRS

Imam Zainul Abideen (AS) in his
book of duas said:

"O Allah! Make the Qur'an a ladder by which
I may climb to the place of safety"

Foreword

Over the years, Qur'an reading has been part of the syllabus of the Haydari Madrasah. During the process of imparting this integral part of our religion to the students, it was realized that every child's reading capacity was not at the same level. Further studies revealed some interesting facts.

- 1.) The time delegated to Qur'an reading at the madrasah was not enough to cater for and individually give attention to each student.
- 2.) All the students did not have Maalims coming home to tutor them.
- 3.) Parents who wanted to assist the students did not know where to start from.
- 4.) A manual, guide or an easy-to-follow book was required, that would cater for the student, parents and the teachers, so that the task of imparting reading of the Holy Qur'an would become a stress-free, enjoyable experience, where enough practice was given to the child in each area, before they progress to the next step.

We have therefore embarked upon this project to prepare manuals and guidelines, which will create a stepping stone, towards a community with children who are very well versed with the recitation of the Holy Qur'an.

Together with this humble presentation, we request parents to spend a little time each day to listen and guide the child in recognizing and reading the manual. A few pages each day will reap fluent recitation in the future.

The aim is not about reciting quickly but reciting correctly. Encourage the student recite audibly from the beginning so that the recitation is done at a correct pace.

With our mutual co-operation, we will achieve the aim of instilling, the love of the Holy Qur'an and the Ahlul Bayt in the hearts of our children.

QURAN READING DEPARTMENT

HAYDARI MADRASAH (NAIROBI)

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September, 2020

These manuals on Qur'an reading, have been prepared to especially assist parents, teachers and students, who wish to teach and/or learn to recite the Holy Qur'an.

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REFRESHING LESSONS OF CLASS FOUR

PARENTS/TEACHERS NOTE: Please ensure that the children of your class fully understand all the subjects taught in Class Four. With reference to the Class Four book, please go through the following topics, so as to refresh the child's memory.

- 1.) Introduction of Arabic numbers 1 - 25
- 2.) Surahs to be memorized - KG to Class 12
- 3.) Duas for Class Four
- 4.) About the Holy Qur'an
- 5.) Titles and Benefits of Reciting Qur'an
- 6.) Glossary: Understanding the terms used
- 7.) The Arabic Alphabet and Makharij in brief
- 8.) Iraab: The Vowels in Arabic
- 9.) Iraab: Revision of Fat-ha, Kasra and Dhamma
- 10.) An introduction to joint Alphabets without vowels
- 11.) Joint Alphabets with vowels Fat-ha, Kasra and Dhamma
- 12.) Non - joining letters (Naughty / stubborn letters)

ARABIC NUMBERS (26 - 50)

The child should be taught the numbers and practice writing them. Repetitions should be done in class.

Teachers should encourage the child to use the Arabic numerals instead of English numbers.

Parent/Teacher Note: Arabic language is read from right to left but the Arabic numbers are read from left to right (just like English numbers). **Make the student aware of this difference.**

EXAMPLE: Initially introduce only 0 - 10, and make sure this is grasped properly. Ask them to fill in the blanks by writing only English numbers in a row, then only Arabic letters in a row, and so on.

Arabic numbers are written just like English numbers, from left to right, see the below sample.

$52 = ٥٢$	NOT 25 (It is 52)
$152 = ١٥٢$	NOT 251 (It is 152)

ARABIC NUMBERS (26 - 50)

ENGLISH	ARABIC	ARABIC PRONOUNCIATION
26	٢٦	SIT'A WA ISH'RUN
27	٢٧	SAB'A WA ISH'RUN
28	٢٨	THAMANIA WA ISH'RUN
29	٢٩	TIS'A WA ISH'RUN
30	٣٠	THALATHUUN
31	٣١	WAHID WA THALATHUUN
32	٣٢	ITH'NANI WA THALATHUUN
33	٣٣	THALATHA WA THALATHUUN
34	٣٤	ARB'AH WA THALATHUUN
35	٣٥	KHAMSA WA THALATHUUN
36	٣٦	SIT'A WA THALATHUUN
37	٣٧	SAB'A WA THALATHUUN
38	٣٨	THAMANIA WA THALATHUUN
39	٣٩	TIS'A WA THALATHUUN
40	٤٠	ARBA'UUN

ENGLISH	ARABIC	ARABIC PRONOUNCIATION
41	٤١	WAHID WA ARBAUUN
42	٤٢	ITH'NANI WA ARBAUUN
43	٤٣	THALATHA WA ARBAUUN
44	٤٤	ARB'AH WA ARBAUUN
45	٤٥	KHAMSA WA ARBAUUN
46	٤٦	SIT'A WA ARBAUUN
47	٤٧	SAB'A WA ARBAUUN
48	٤٨	THAMANIA WA ARBAUUN
49	٤٩	TIS'A WA ARBAUUN
50	٥٠	KHAMSUUN

Parents / Teachers Note: For the student to be able to grasp the above numbers, you can write them on a paper or on the board in random numbers and ask them to identify the same. Also show the difference between the numbers 2 & 6, 7 & 8 (٢ and ٦, ٧ and ٨). You can also prepare a join-the-numbers activity and draw a tree or an apple, etc. This is especially useful for the younger children.

WRITING EXERCISE**NUMBERS RECOGNITION (26-50) / (٢٦-٥٠)**

Join the Arabic and matching English number with a straight line

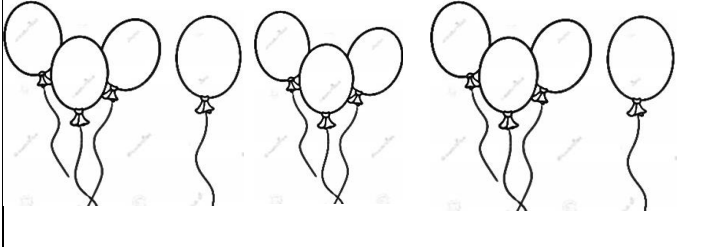

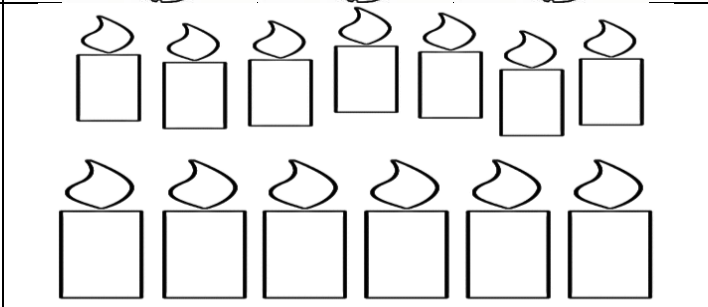

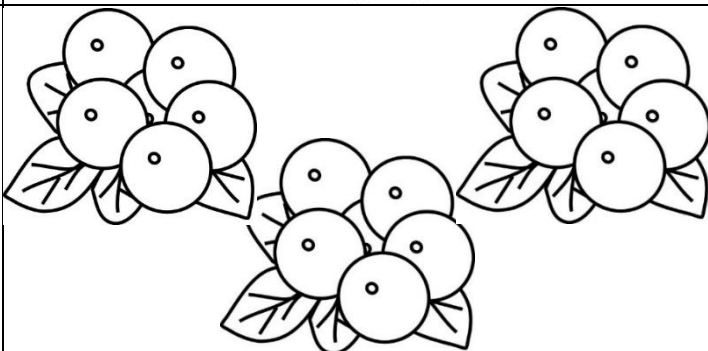
26	٢٨	32	٣٧
27	٢٩	33	٣٦
28	٣٠	34	٣٥
29	٢٦	35	٣٤
30	٣١	36	٣٣
31	٢٧	37	٣٢
38	٤٠	44	٤٦
39	٤٢	45	٤٧
40	٤٣	46	٤٩
41	٣٨	47	٥٠
42	٤١	48	٤٤
43	٣٩	49	٤٨
		50	٤٥

ARABIC NUMBERS (11 - 20)

<p>١١ 11</p> <p>IH'DA ASHARA</p>	<p>١٢ 12</p> <p>ITH'NA ASHARA</p>
<p>١٣ 13</p> <p>THALATHA TA ASHARA</p>	<p>١٤ 14</p> <p>ARBA TA ASHARA</p>
<p>١٥ 15</p> <p>KHAMSA TA ASHARA</p>	<p>١٦ 16</p> <p>SITTA TA ASHARA</p>
<p>١٧ 17</p> <p>SAB'A TA ASHARA</p>	<p>١٨ 18</p> <p>THAMANIA TA ASHARA</p>
<p>١٩ 19</p> <p>TIS'A TA ASHARA</p>	<p>٢٠ 20</p> <p>ISH'RUUN</p>


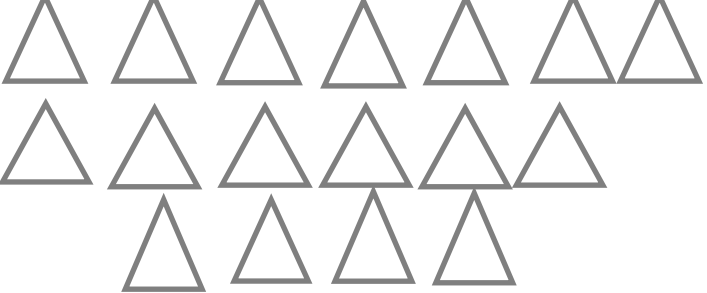
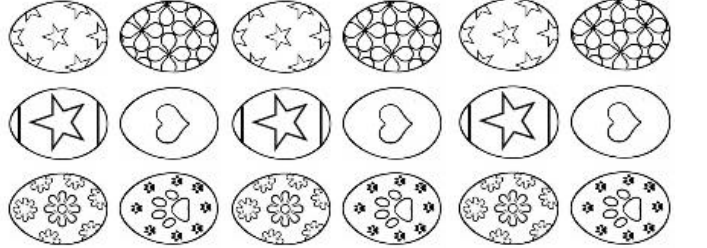
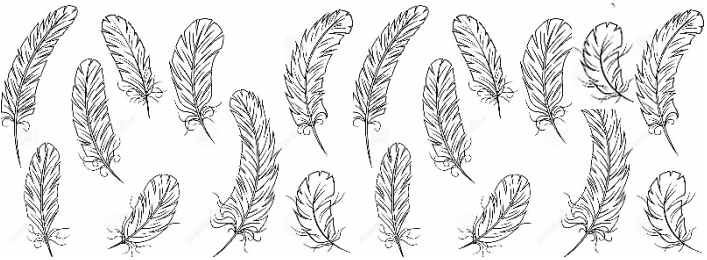
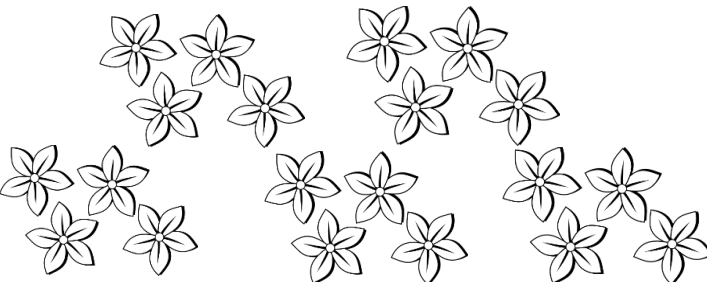
EXERCISE 1: NUMBERS RECOGNITION PRACTICE

READING AND COLOURING NUMBERS 11 - 15 / ١١ - ١٥

11		١١
12		١٢
13		١٣
14		١٤
15		١٥



EXERCISE 2: NUMBERS RECOGNITION PRACTICE

READING AND COLOURING NUMBERS 16 - 20 / ١٦ - ٢٠

<p>16</p>		<p>١٦</p>
<p>17</p>		<p>١٧</p>
<p>18</p>		<p>١٨</p>
<p>19</p>		<p>١٩</p>
<p>20</p>		<p>٢٠</p>

EXERCISE 3: NUMBERS RECOGNITION PRACTICE

SPEAK IN ARABIC AND WRITE THE NUMBER


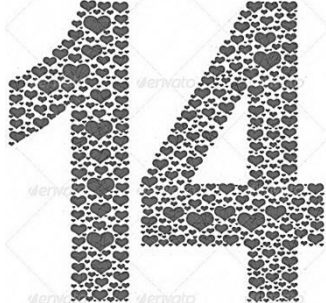
	
<p>IH'DA ASHARA</p>	<p>ITH'NA ASHARA</p>

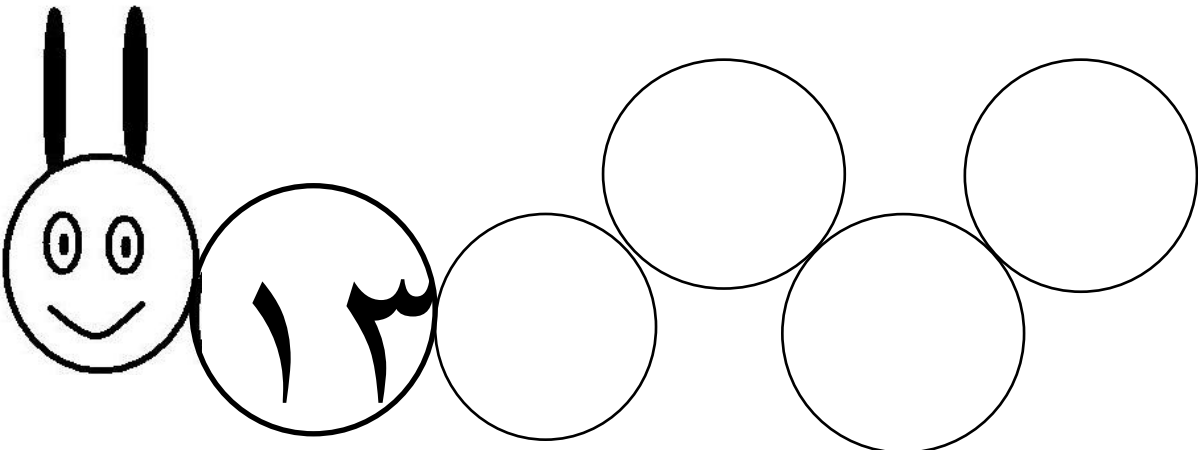
A row of five circles for handwriting practice. The first circle contains a drawing of a smiling rabbit face. The second circle contains the Arabic numeral ١١ (11). The remaining three circles are empty.

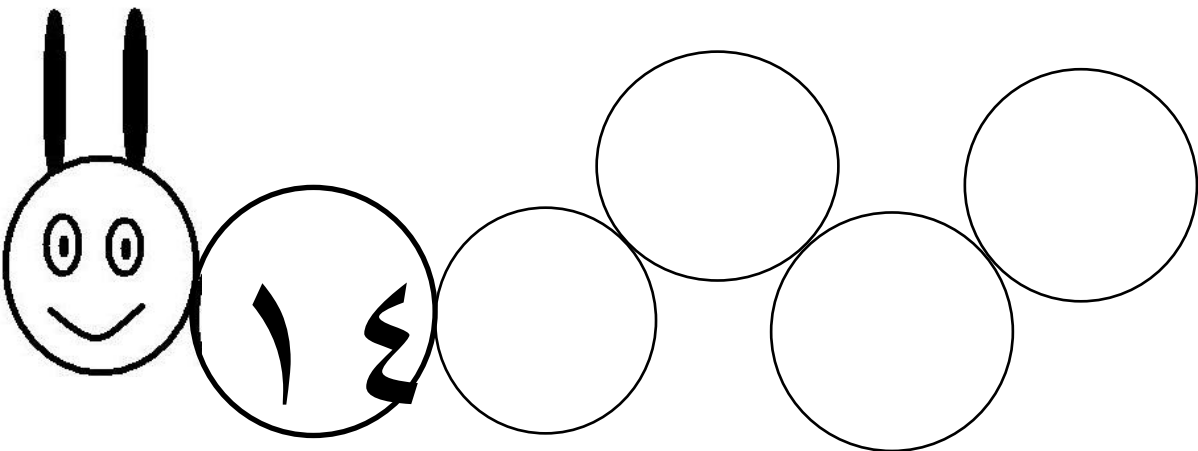
A second row of five circles for handwriting practice, identical to the first row. The first circle contains a drawing of a smiling rabbit face. The second circle contains the Arabic numeral ١٢ (12). The remaining three circles are empty.

EXERCISE 4: NUMBERS RECOGNITION PRACTICE

SPEAK IN ARABIC AND WRITE THE NUMBER

	
<p>THALATHA TA ASHARA</p>	<p>ARBA TA ASHARA</p>




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EXERCISE 5: NUMBERS RECOGNITION PRACTICE

SPEAK IN ARABIC AND WRITE THE NUMBER

	
KHAMSA TA ASHARA	SITTA TA ASHARA

10

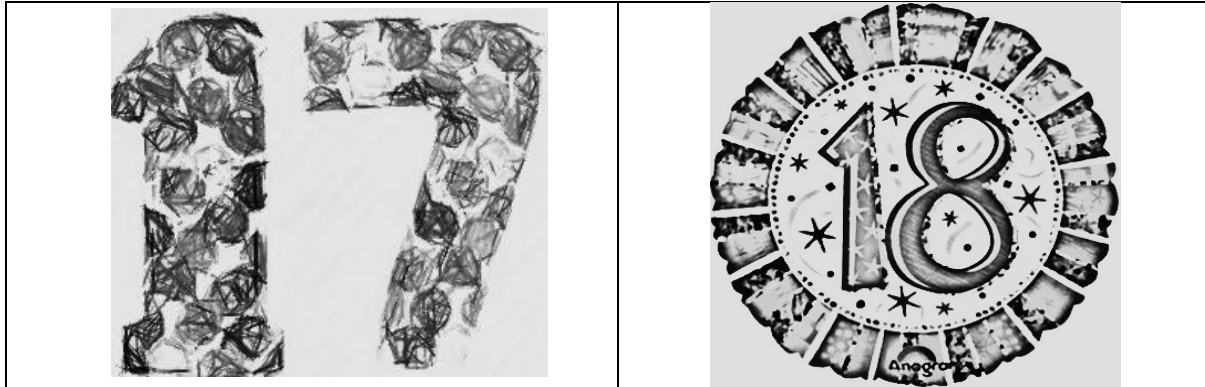
○ ○ ○ ○ ○

16

○ ○ ○ ○ ○

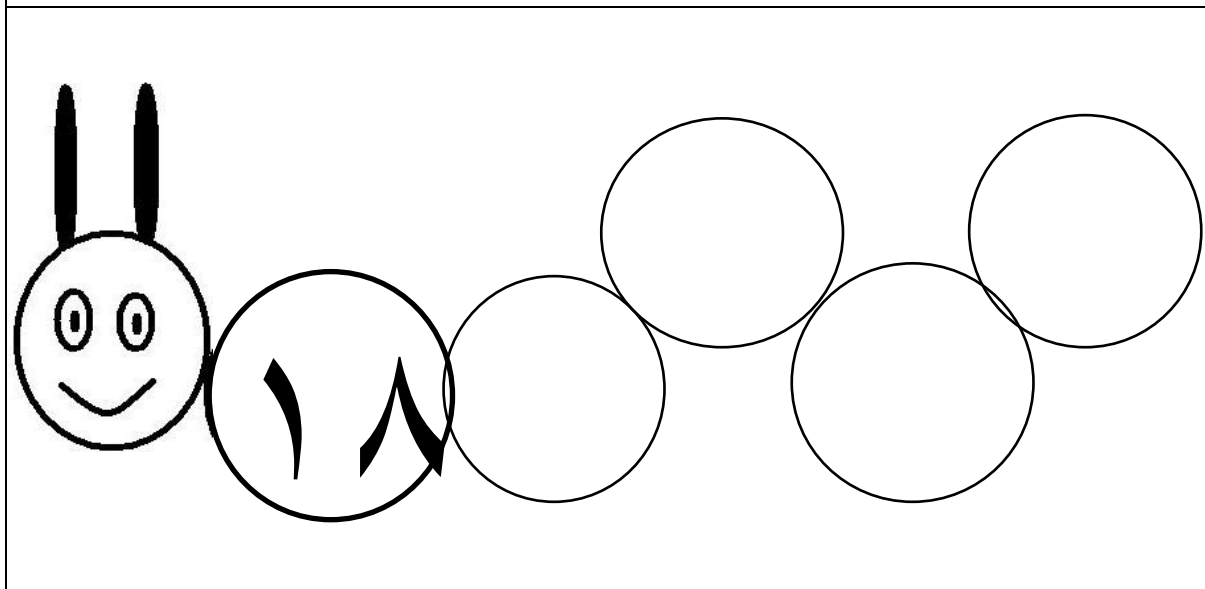
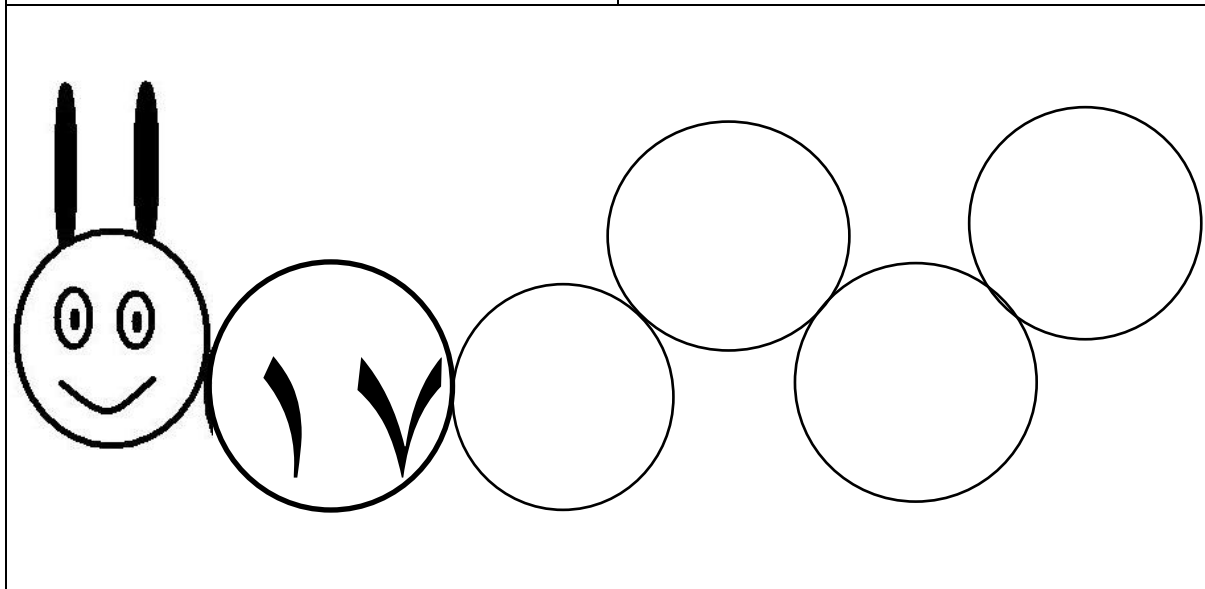
EXERCISE 6: NUMBERS RECOGNITION PRACTICE

SPEAK IN ARABIC AND WRITE THE NUMBER



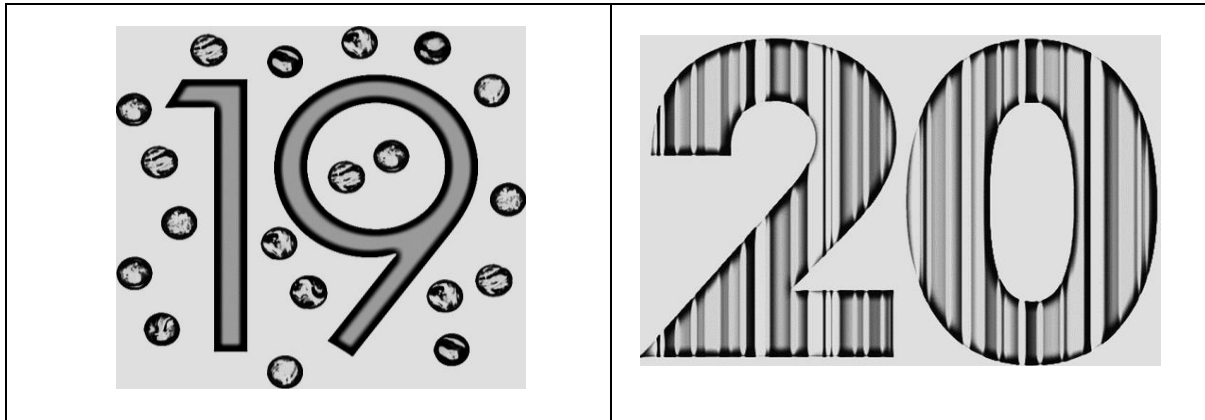
SAB' A TA ASHARA

THAMANIA TA ASHARA



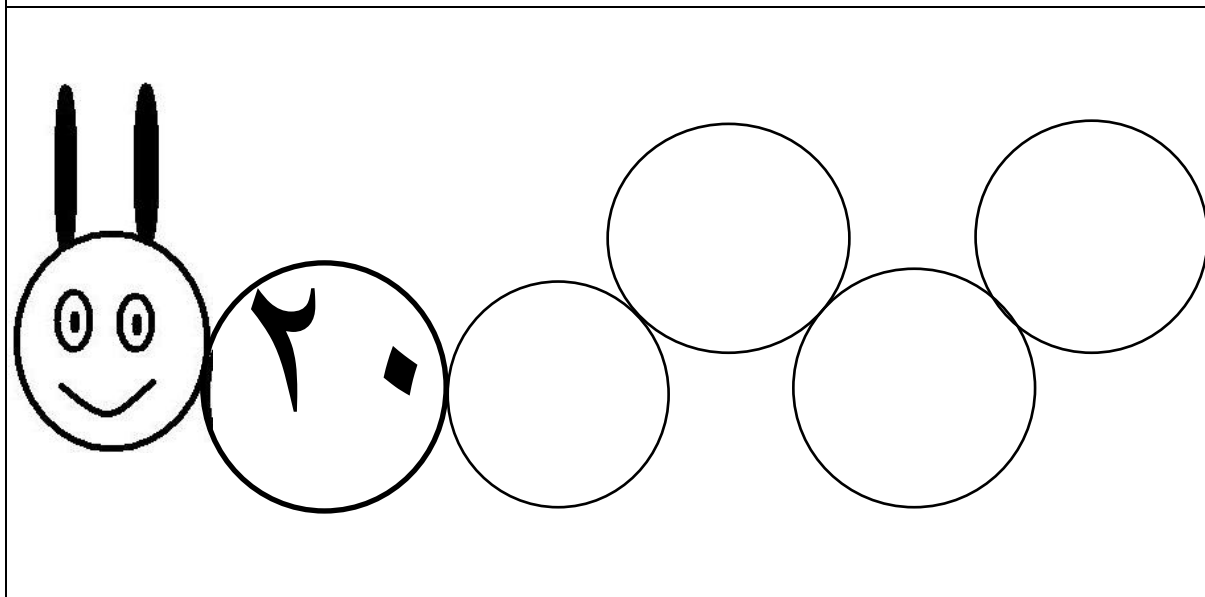
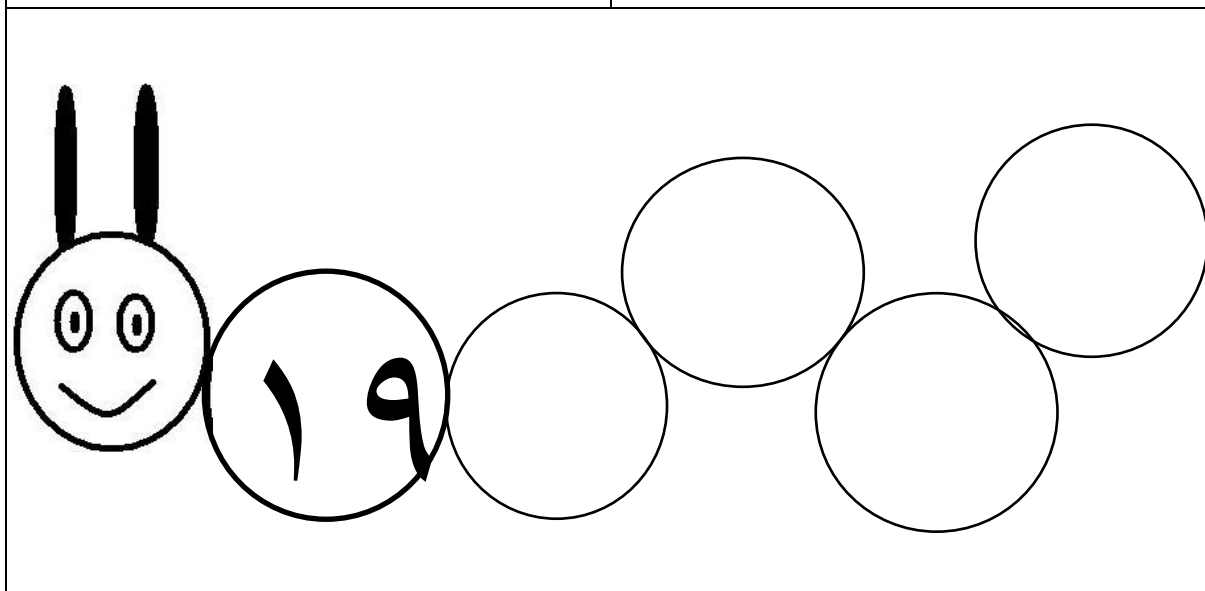
EXERCISE 7: NUMBERS RECOGNITION PRACTICE

SPEAK IN ARABIC AND WRITE THE NUMBER



TIS'A TA ASHARA

ISH'RUUN



EXERCISE 8: NUMBERS RECOGNITION / COLOUR

Connect the Arabic number with the matching English number

11	١٢
12	١٥
13	١٣
14	١٤
15	١٤٦

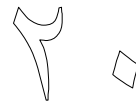
EXERCISE 9: NUMBERS RECOGNITION / COLOUR

Connect the Arabic number with the matching English number

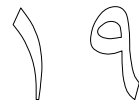
16



17



18



19

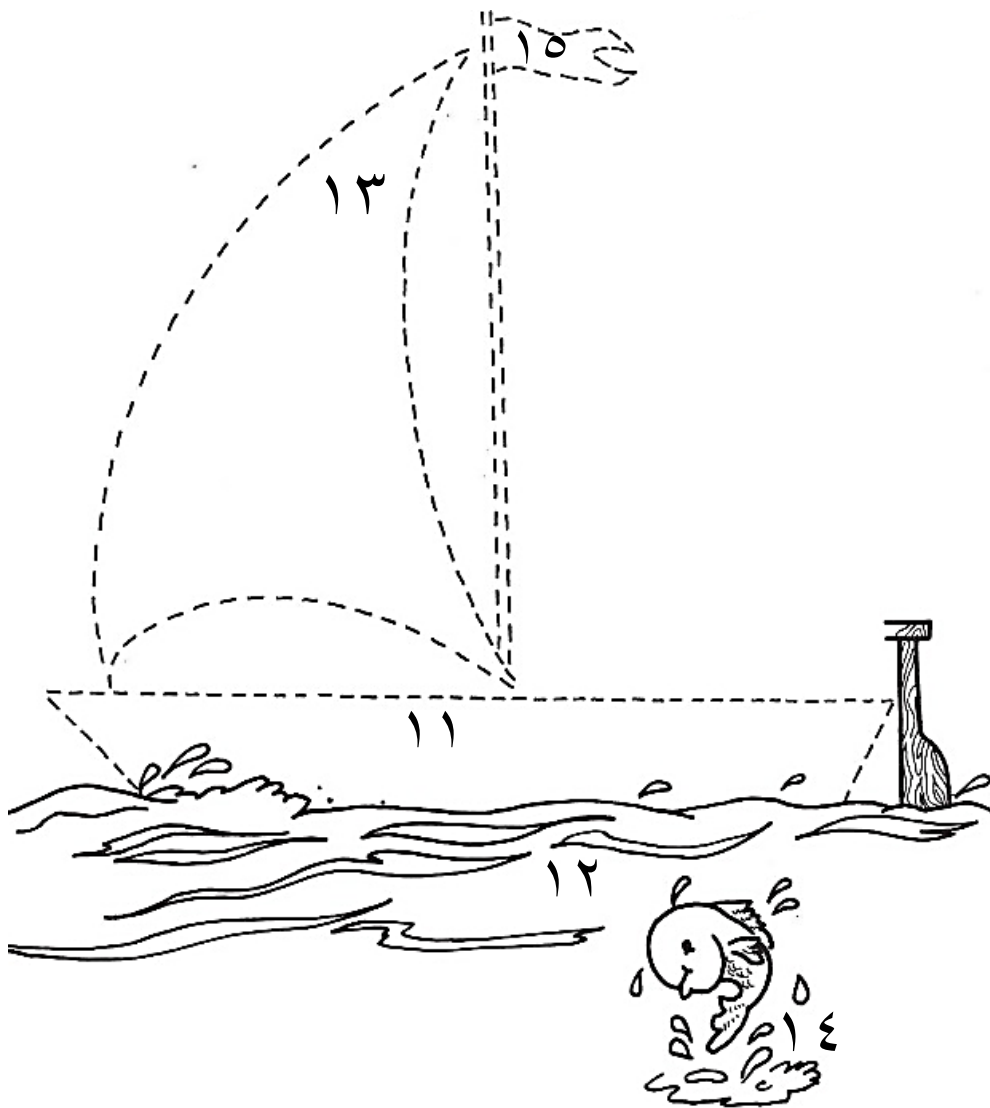


20



EXERCISE 10: COLOURING ACCORDING TO THE NUMBER

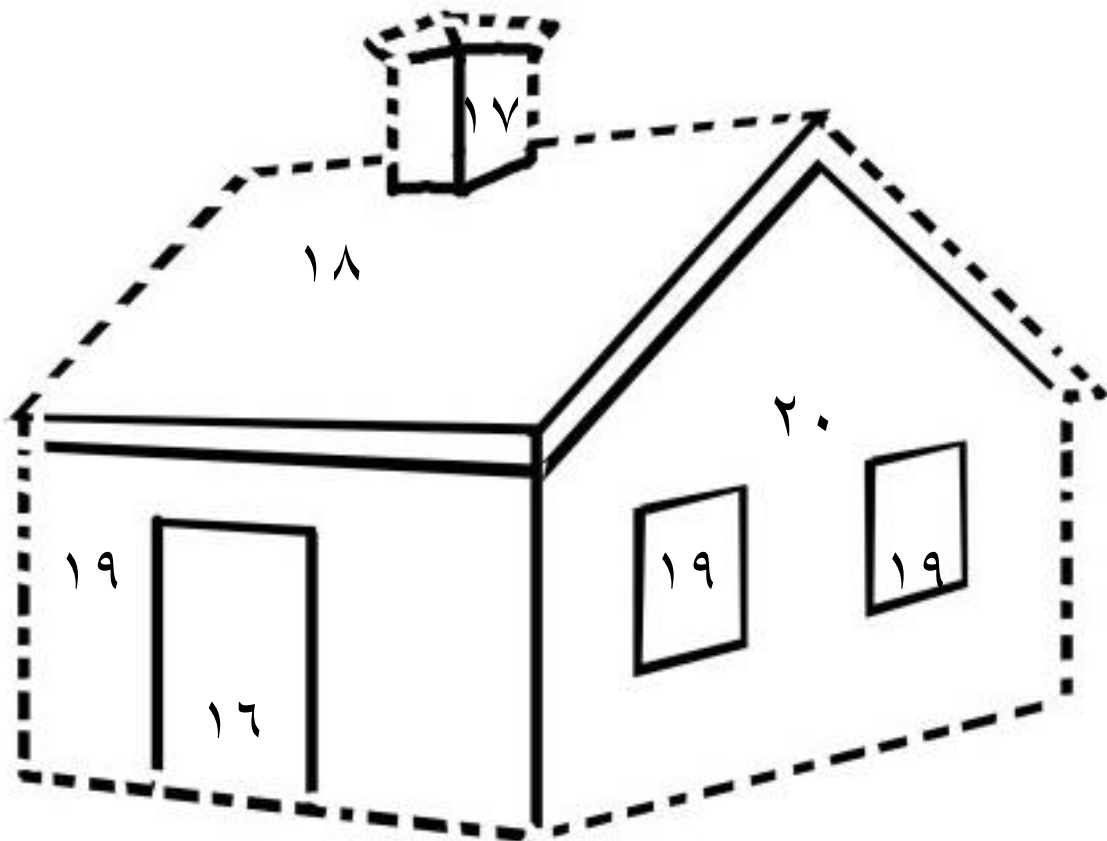
۱ ۱ = 11	۱ ۲ = 12	۱ ۳ = 13	۱ ۴ = 14	۱ ۵ = 15
Red	Yellow	Green	Blue	Orange



Parents / Teachers Note: For the student to be able to grasp the numbers, you can write them on a paper or on the board in random numbers and ask them to identify the same.

EXERCISE 11: COLOURING ACCORDING TO THE NUMBER

١٦=16	١٧=17	١٨=18	١٩=19	٢٠=20
Orange	Yellow	Green	Purple	



Parents / Teachers Note: Some numbers look very similar and this often confuses the student. Explain to them the difference between the following numbers.

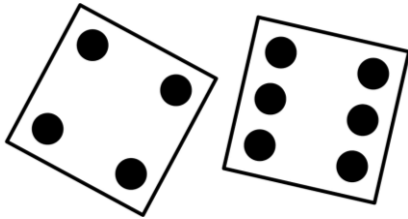
2 and 6 (٢ and ٦)

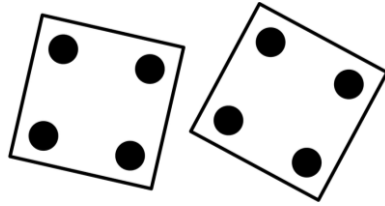
7 and 8 (٧ and ٨)

EXERCISE 12: WRITING EXERCISE

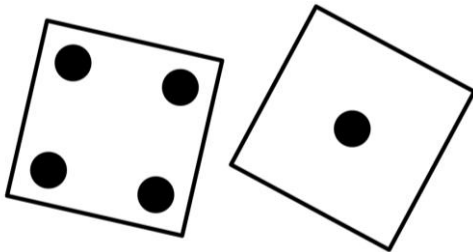
NUMBERS RECOGNITION AND COLOURING

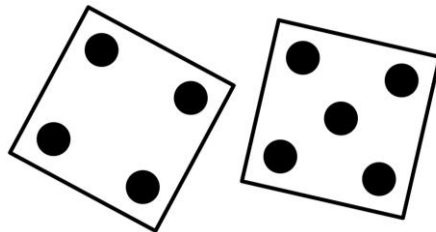
Observe the number on the dice and write it in Arabic on the dotted line.

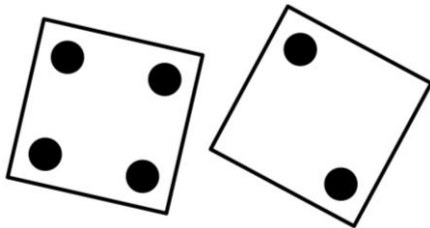


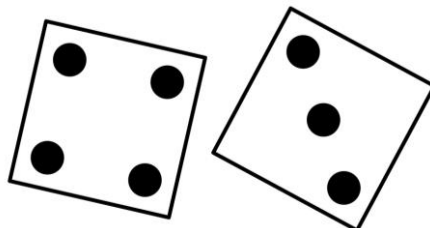


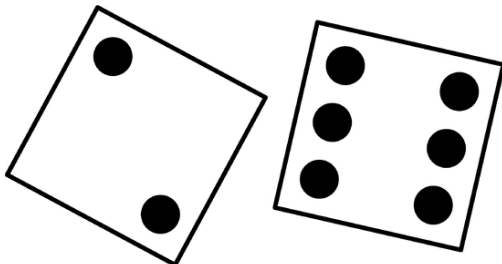
٤٥

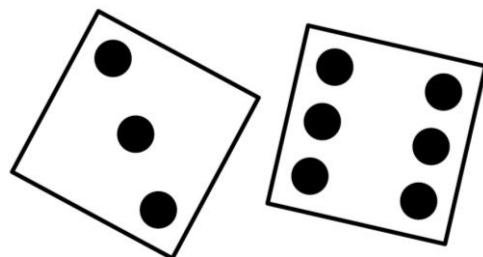








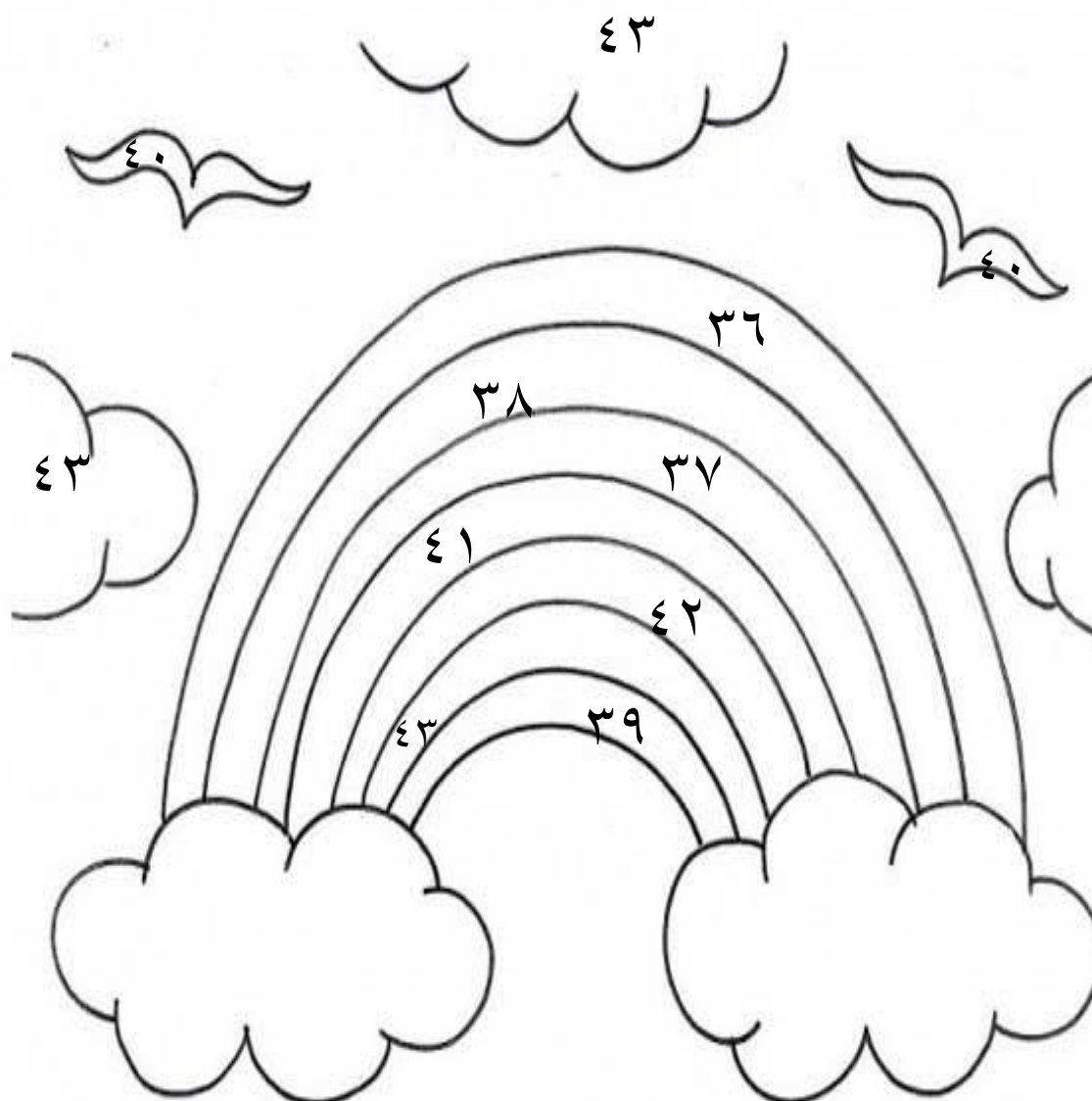




EXERCISE 14: NUMBERS AND COLOURING EXERCISE

Colour the Rainbow scene below, according to the number.

٣٦	٣٧	٤١	٤٣
Red Ahmar	Yellow Asfar	Green Akhdhar	Blue Azrak
٤٠	٣٩	٤٢	٣٨
Black Aswad	Purple Banafsaji	Pink Zahri	Orange Burtuqaali



EXERCISE 15: WRITING EXERCISE

NUMBERS RECOGNITION AND COLOURING

Write in the missing number



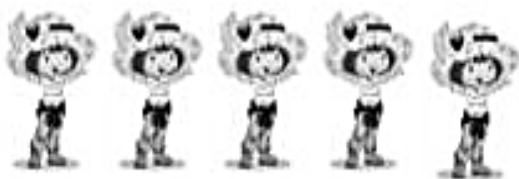
EXERCISE 16: CONNECT THE NUMBER TO THE PICTURES



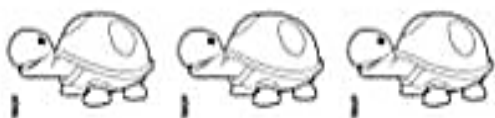
٥



٧



٢



٤


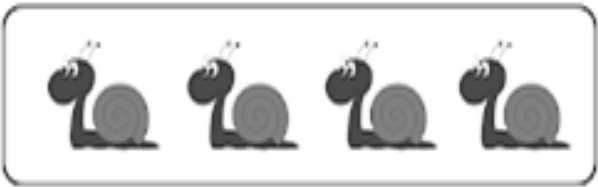

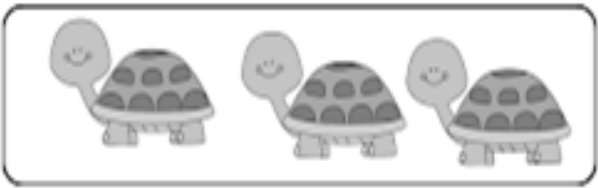



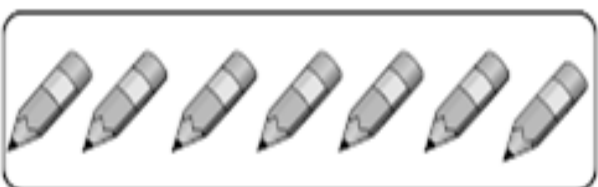

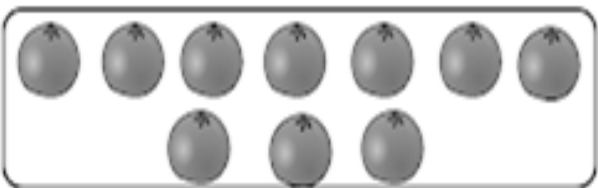



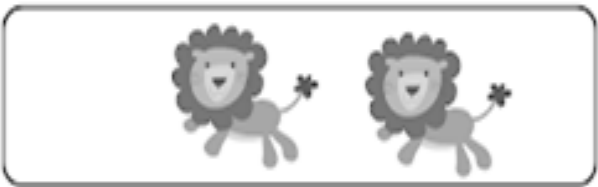


٨

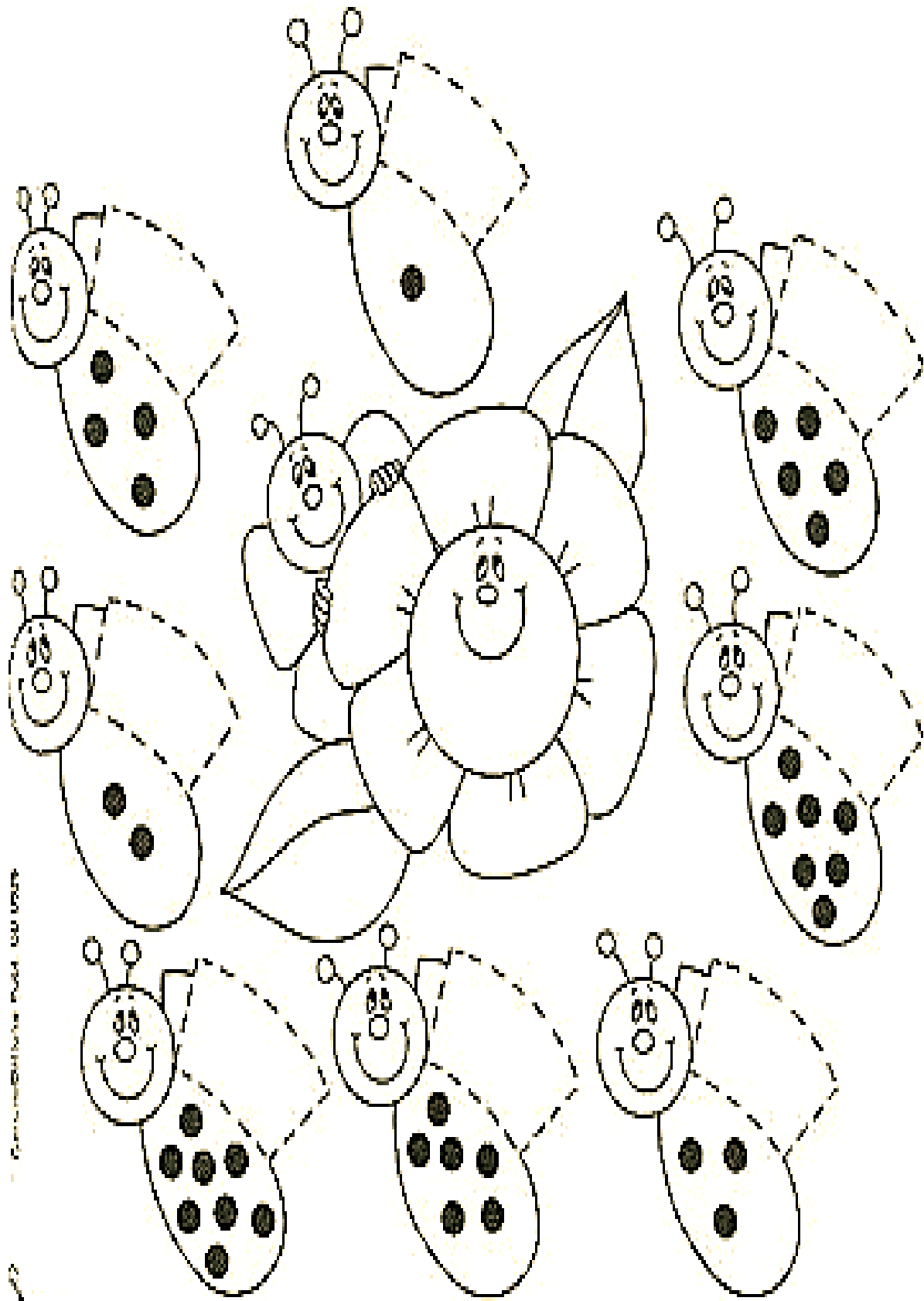
EXERCISE 17: WRITE THE MISSING NUMBERS

A zigzag path of ten ovals. The top row starts with an oval containing the number 1, followed by a missing oval, then another missing oval, then an oval containing the number 2, and finally a missing oval. The bottom row starts with a missing oval, followed by another missing oval, and ends with a missing oval. Two cartoon images of SpongeBob SquarePants are placed on either side of the path.

EXERCISE 18: NUMBER EXERCISE

EXERCISE 19: WRITE THE NUMBER OF DOTS ON THE WING



SURAHS MEMORISATION - from KG to Class 12

The Holy Prophet (SAW) has said:

"The number of levels (stages) in Heaven is (equivalent to) the number of verses in the Qur'an (6236). Thus, when a reciter of the Qur'an enters into Heaven, it will be said to him: 'Go up one level for every verse that you can recite.' Thus, none will be in a higher level than the one who has memorized the entire Qur'an."

[Biharul Anwar, Volume 92 Page 22]

The table below classifies how the student will be tested for Surah Memorisation every year, by the Holy Madrasah. It will be to the child's advantage if parents prepare them ahead of time.

The chart from KG to Class 12 has been designed to cover the whole of the 30th Sipara (Juz Amma).

Some surahs have been repeated for testing purposes. Surahs which are required in our day to day lives, like Surah Jumuah and Surah Mulk have been added.

Parents are advised to train their child(ren) to memorise by reading from the Qur'an rather than only learning the Surah by heart.

When the child reads then memorizes, they learn the formation of the text, and they learn where the extra pull is required. It also ingrains the Surah well into their minds.

EFFECTIVE METHODS OF MEMORISATION

- 1) Teach an Ayah a day. This is a tried and tested method, where even when the student is ready to learn more, we restrain and teach only that one ayah (with meaning if one prefers). The next day a second ayah and so on. In a week the student has learnt 7 ayaat. This is stress free and an easy method.

- 2) Get help from YouTube. Type in the Surah Name and numerous options will come up. You can select your preferable reciter (we recommend Mishary Al Afasy) and the student can listen, read and learn at the same time. This will help build in the right makharij as well.

- 3) Download the App called Memorize. This is preferred by the older students for self-study.

SURAHS MEMORISATION - from KG to CLASS 12

<u>QUR'AN & MORAL CLASS</u>	MID - YEAR	END - YEAR	BONUS
KG	Surat Al-Fatihah (1) Surat Al-Ikhlash (112)	Surat Al-Kawthar (108) Surat Al-Asr (103)	
1	Surat Al-Nas (114) Surat Al-Falaq (113)	Surat Al-Fil (105) Surat Al-Nasr (110)	
2	Surat Al-Qadr (97)	Surat Al-Masad (111) - also known as Surat Al-Lahab Surat Al-Quraysh (106)	
3	Surat Al-Tin (95)	Surat Al-Kafirun (109)	
4	Surat Al-Ma'un (107) Surat Al-Sharh (94) - also known as Surat Al-Inshirah	Surat Al-Takathur (102) Surat Al-Qadr (97)	
5	Surat Al-Humazah (104) Surat Al-Zalzalah (99) - also known as Surat Al-Zilzaal	Surat Al-Qari'ah (101) Surat Al-Tin (95)	
6	Surat Al-Duha (93) Surat Al-Shams (91)	Surat Al-Adiyat (100) Surat Al-Nasr (110)	
7	Surat Al-Tariq (86)	Surat Al-A'la (87)	Surat Al-Infitar (82)
8	Surat Al-Layl (92)	Surat Al-Bayyinah (98)	Surat Al-Alaq (96)
9	Surat Al-Ghashiyah (88)	Surat Al-Buruj (85)	Surat Al-Balad (90)
10	Surat Al-Inshiqaq (84)	Surat Al-Fajr (89)	Surat Al-Takwir (81)
11	Surat Al-Naba (78)	Surat Al-Mutaffifin (83)	Surat Al-Mulk (67)
12	Surat Al-Abasa (80)	Surat Al-Nazi'at (79)	Surat Al-Jumu'ah (62)

DUAS FOR CLASS FIVE

These duas will be easy to memorise for the child if they are taught one dua per term together with one surah per term.

DUA AFTER WAKING UP

الْحَمْدُ لِلَّهِ الَّذِي أَحْيَانَا بَعْدَ مَا أَمَاتَنَا وَ إِلَيْهِ النُّشُورُ

"Alhamdulillahillazi ahyaana ba'da maa amaata-naa wa ilaihinnuhuur"

All praise to Allah (SWT) Who revived us to life after giving us death and to Him we shall have to return.

DUA IN THANKFULNESS

يَا رَبِّ لَكَ الْحَمْدُ كَمَا يَنْبَغِي لِجَلَالِ وَجْهِكَ
وَعَظِيمِ سُلْطَانِكَ

"Ya rabbil lakal hamdu kama yambaghii lijalaali wajhika, wa aziimi sultaanik."

O my Lord, all praise is to you as it should be, due to Your Might and the Greatness of Your Power.

DUA BEFORE STUDYING

اللَّهُمَّ اِنْفَعْنِي بِمَا عَلَّمْتَنِي وَ عَلِّمْنِي مَا يَنْفَعُنِي

"Allaahumma infaniii bimaa 'allamtanii wa'allimnii maa yanfa'unii."

O my Lord, make useful for me what you have taught me and teach me knowledge that will be useful to me.

ABOUT THE HOLY QUR'AN

Bibi Maryam is the only Lady mentioned by name in the Holy Qur'an. The Chapter no: 19 is also named after her Surah Maryam

The Best Night in the Holy Qur'an is Laylatul Qadr (The Night of Power)

Surah Yaseen is called the Heart of the Qur'an

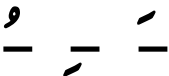
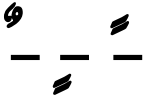
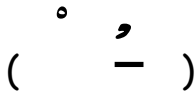
Some Surahs in the Holy Qur'an Guide us on Specific Laws



TITLES AND BENEFITS OF RECITING QUR'AN



G L O S S A R YEXPLANATIONS OF THE VARIOUS TERMS USED

<u>TRANSLITERATION</u>	<u>ENGLISH MEANING</u>
HARF (plural - Huruf)	A letter (plural - The Arabic letters)
HARAKA (plural - Harakaat)	Short vowel signs Fat-ha, Kasra & Dhamma 
MUTAHARRIK	Letter bearing a haraka
FAT-HA	Short vowel marked by a small line written above the letter pronounced "a" (symbol: َ)
KASRA	A short diagonal stroke written below a letter. It represents a short vowel "i" (symbol: ِ)
DHAMMA	A small apostrophe-like shape written above a letter. It represents a short vowel "o" (like the 'u' sound in 'who' but only stretched for 1 count) (symbol: ُ)
MAKHRAJ (plural - Makharij)	Place of origin where the sound of the letters comes from
TANWEEN (NUNATION) 	Adding the sound of Nun, occurs at the end of a word; it is represented by double Haraka signs. Fat-hateen, Kasrateen and Dhammateen
JAZM (SUKUN)  (ْ)	A small semi circle or circle above the letter, which tells us that the letter is without a vowel. A letter bearing a Jazm becomes Sakin
SAAKINAH	A letter bearing a Sukun is known as a Sakin letter
SHADDAH (TASHDEED)	A small 'w' (symbol: ّ) written above a letter. This doubles the sound of the letter so that it is stressed.
MUSHADDAD	A letter bearing a Shaddah is a Mushaddad letter

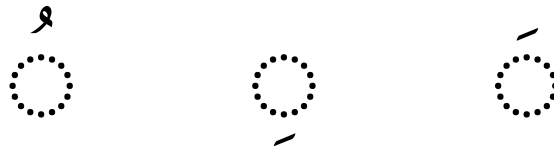
ARABIC ALPHABETS CHART (HURUFUL HIJAI)LETTER NAMES & SOUNDS

ج	ث	ت	ب	ا
Jim (ja)	The (th)	Te (ta)	Be (ba)	Alif (a-Light)
ر	ذ	د	خ	ح
Re (ra)	Dhal (dh)	Dal (da)	Khai (kh)	Hai (ha-Light)
ض	ص	ش	س	ز
Dhaad (dha)	Saad (ssa)	Shin (sh)	Sin (sa)	Ze (za)
ف	غ	ع	ظ	ط
Fe (fa)	Ghayn (gha)	Ayn (a-heavy)	Zhe (zha)	Tta (tta)
ن	م	ل	ك	ق
Nun (na)	Mim (ma)	Lam (La)	Kaf (ka)	Qaf (Qa)
لا = ا + ل	ي	ه هه	و	
(Laa) LamAlif = Alif + Lam	Ye (ya)	Hai (ha-heavy)	Waw (wa)	

THE VOWELS IN ARABIC (IRAAB)

FAT-HA, KASRA & DHAMMA (short vowels)

VOWELS THAT GIVE THE SOUND TO THE LETTERS



Parent/Teacher's note: Explain to the student about the English vowels, a,e,i,o,u, and how they change the words to sound different, as in bat, sit, put, etc.




Whereas in Arabic the vowels are NOT from the letters, but are in the form of signs, like **Fat-ha, Kasra & Dhamma**, and by putting them above or below a letter, the sound of the letter changes.

When a child understands the difference between the English and the Arabic, he/she will then have a better understanding of the difference between the two languages.

The 3 major short vowels in Arabic of **Fat-ha, Kasra and Dhamma** are also known as **IRAAB or HARAKA**. These are the vowels that give the sound to the letters.

When a child has mastered the simple letters, he should be made aware of the vowels (signs, Iraab or Haraka). Explain that, a small line above a letter is called Fat-ha, a similar line below a letter is called Kasra and one with a round turned head (similar to a comma in English) above a letter is called Dhamma.

VOWELS THAT GIVE THE SOUND TO THE LETTERS

FAT-HA	KASRA	DHAMMA
		
BA	BI	BU

Write the Iraab (sign) of Fat-ha, Kasra and Dhamma on the board and show the child the signs, explain to them how the sound of the letter changes, when the position of the sign is changed. Allow enough practice of how to pronounce the letters which bear signs.

Fat-ha: While uttering a letter bearing a Fat-ha, the mouth should be opened upwards.

Kasra: While uttering a letter bearing Kasra, the voice should come out of the mouth straight and the lower jaw should incline a little downwards.

Dhamma: As regards to a letter bearing the Dhamma sign, it should be uttered by protruding the lips a little and keeping them in a round shape.

Note that these IRAAB, are original sounds in Arabic, that assist you to read and pronounce the letter properly.

The teacher should pronounce every letter of the alphabet herself and then make the students repeat them.

ب	ba
ت	ti
ج	ju


In other words instead of resorting to spellings, the letters bearing the vowels should be read out in a running manner.

This is a basic introduction. In the next section, we individually introduce each Iraab in detail, followed by some practical reading and writing exercises. These will help in consolidating what the child has learnt.

It is better to introduce the Iraab one at a time so that the student becomes fully conversant with each, THEN move forward to the next one. This will build his/her confidence and you can encourage them by saying that they are now able to join and read words in Arabic.


THE SHORT VOWEL FAT-HA



(a) FAT-HA  is a small slanting line placed above the letter and it gives that letter the sound of 'a' while reading.


THE SHORT VOWEL KASRA



(b) KASRA  is a small slanting line below the letter, and it gives that letter, the sound of 'i' while reading.

THE SHORT VOWEL DHAMMA



(c) DHAMMA  is a small comma above the letter and it gives that letter, the sound of 'u' while reading. Remember this is a short vowel whose sound is 'u' as in full, pull. DO NOT elongate it as in fool, pool.

REVISION OF READING MIXED VOWELS**EXERCISE 20: FAT-HA, KASRA and DHAMMA**

ذَرَعٌ	وَرَمٌ	رَفَاعٌ	ذَرَجٌ
صَدَقٌ	طَرَأٌ	بَرَدٌ	وَزَنٌ
عَزَمٌ	شَرَحٌ	سَرَقٌ	ثَرَكٌ
أَرِمٌ	حَسِبٌ	سَمِعٌ	نَكِرٌ
رَضِيٌّ	فَاهِمٌ	نَدِمٌ	خَفِيٌّ
ظَفِيرٌ	مَرَضٌ	نَشِطٌ	وَرِثٌ
يَصِفٌ	دُخِلٌ	قُسِمٌ	عُرِفٌ
عُقِدٌ	نَلِجٌ	يَعِدٌ	يَصِلٌ
خُكِمٌ	ذُكِرٌ	لُكِبِرٌ	دُهِمٌ

REVISION OF READING MIXED VOWELSEXERCISE 21: FAT-HA, KASRA and DHAMMA

عُلِمَ	نُهِيَ	كَبِرَ	يَفِدُ
دَهِنَ	يَقِفُ	نُذِرَ	مَلَحَ
كُسِرَ	يَكِلُ	نَرِثُ	يَلِجُ
تُقَلِّ	لُجِمَ	كَمَلَ	حُمِلَ
أَثَرَ	تَجِدُ	جُزِيَ	أَدَبَ
صُرِفَ	خُذِلَ	تَلَجُ	يَرِدُ
طُحِنَ	نَسِمُ	غُطِسَ	وُجِدَ
بُغِيَ	فَصَحَ	نَزِرُ	صُغِطَ
بُهَتَ	غُرِسَ	هُدِيَ	بُعِثَ

REVISION OF READING MIXED VOWELSEXERCISE 22: FAT-HA, KASRA and DHAMMA

	رُضِعَ وَحُصِدَ	
	لُبِسَ وَخُلِعَ	
	بُتِرَ وَ وُصِلَ	
	عُصِرَ وَشُرِبَ	
	فُقِدَ وَ وُجِدَ	
	بُنِيَ وَهُدِمَ	
	كُتِبَ وَ قُرِئَ	
	رُفِعَ وَخُفِضَ	
	جُمِعَ وَ قُسِمَ	
	جُرِعَ وَ شُفِيَ	
	حُمِلَ وَ وُضِعَ	
	كُسِرَ وَجُبِرَ	

SUKUN OR JAZM بَ أَ بُأ ُ

After learning the sounds of the letters with Fat-ha, Kasra and Dhamma, the student now learns how to blend these sounds with the next letter.

The Sukun is a semi-circle or a small circle above a letter. Sukun is also called Jazm and the letter marked with this sign, is called Jazim or Sakin.

PARENT / TEACHERS NOTE: Explain to the student that sukun joins two letters, ie. The one marked by sukun and the one before it and thus forms a syllable (word). Write an example on the board and show the 2 ways in which a Jazm/Sukun can appear.

FACTS ABOUT THE SUKUN

1.) Sukun means 'silent'; therefore, a letter with a Sukun does not have a vowel sound of its own. ُ

2.) A word can never begin with a Sukun and only the phonetic sound of the letter should be pronounced. بَ (half b)

3.) The letter with a Sukun sign is always preceded by a letter with a vowel and it cannot be pronounced on its own. Therefore the sukun can only be read when the previous letter is either, Fat-ha, Kasra or Dhamma. تَمَّ

4.) When sukun letters are joined to previous letters with a vowel, they are pronounced very lightly or with a half sound.

HAD	حَدُّ	حَ + دُ
-----	-------	---------

EXAMPLE:

WORDS WITH HARAKA JOINED WITH SUKUN OR JAZM		WORDS WITH HARAKA (VOWEL SIGNS ONLY)	
HAD	حَدُّ	HADA	حَادَ
JIB	جِبِّ	JIBI	جَبِّ
QUL	قُلُّ	QULU	قُلُّ

Parent/Teacher Note: The teacher/parent should not only make the rule known to the student but should also utter two joined letters and ask the child to repeat them. For example, he should explain the difference between **taba** (تَبَّ) and **tab** (تَبْ). When pronouncing the word **taba**, the sound ends with a 'ba', whereas when pronouncing the word **tab**, the sound ends with a half 'b'. This is a basic introduction to the topic of Sukun/Jazm.

◌ semi-circle or a small circle above a letter is Sukun / Jazm

ف letter with this sign is called Sakin / Jazim

With proper explanation, it will be easier for the student to understand the difference between letters with Iraab vowels only and letters with Sukun/Jazm.

EXERCISE 23: READING JAZM / SUKUN

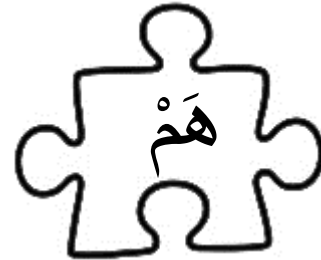
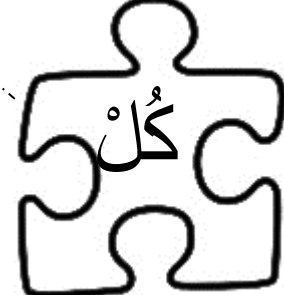
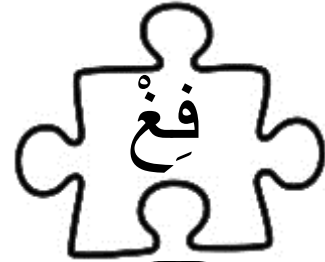
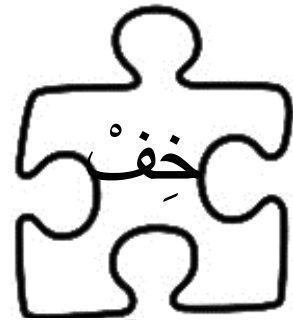
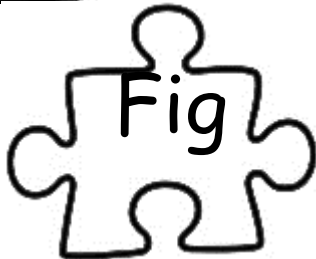
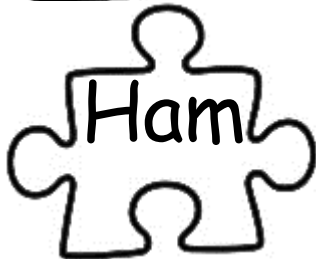
In order to test the understanding of the child, try covering the English section with your hand or a piece of paper.

Allow the student to check the answer and see if they are correct or not.

man	مَنْ		jad	جَدُّ
Lam	لَمْ		tib	تِبِّ
mun	مُنْ		fun	فَنْ
kar	كَرْ		am	أَمْ
bin	بِئْ		sit	سِطُّ
fin	فِئْ		fad	فَدُّ

EXERCISE 24: SUKUN - TWO INDIVIDUAL LETTERS

Join the matching words



EXERCISE 25: READING SUKUN: TWO JOINT LETTERS

أَب	لَ	لَب	بَل	بَيْن
خَب	شَب	تَب	خَب	سَف
سَم	شَم	لَم	دَم	ذَل
بَا	صَا	ضَا	طَفَا	طَلَا
ظَم	ظَا	حَجَا	حَنَا	مَنَا
سَلَا	نَمَا	يَكَا	بَلَا	مَلَا
كَبَا	كَبَا	سَمَا	سَمَا	تَمَا

EXERCISE 26: READING SUKUN: TWO JOINT LETTERS

ث	ت	ب	أ
يْثُ تْثُ	يْتُ تْتُ	يْبُ تْبُ	يَأُ تَأُ
د	خ	ح	ج
يْدُ تْدُ	يْخُ تْخُ	يْحُ تْحُ	يْجُ تْجُ
س	ز	ر	ذ
يْسُ تْسُ	يْزُ تْزُ	يْرُ تْرُ	يْذُ تْذُ
ط	ض	ص	ش
يْطُ تْطُ	يْضُ تْضُ	يْصُ تْصُ	يْشُ تْشُ
ف	غ	ع	ظ
يْفُ تْفُ	يْغُ تْغُ	يْعُ تْعُ	يْظُ تْظُ
م	ل	ك	ق
يْمُ تْمُ	يْلُ تْلُ	يْكَ تْكَ	يْقُ تْقُ
ى	و	هـ	ن
يْىُ تْىُ	يْوُ تْوُ	يْهْ تْهْ	يْنُ تْنُ

EXERCISE 27: READING SUKUN: TWO JOINT LETTERS

دَسْ	دِسْ	دُسْ	وَلْ	وَلِ	وُلْ
جَزْ	جِرْ	جُرْ	مَخْ	مِخْ	مُخْ
كِرْ	كُرْ	كِسْ	سُنْ	سِئْ	سُدْ
أُدْ	حَزْ	حِرْ	حُزْ	خِمْ	خُمْ
أَزْ	بُرْ	بُرْ	حُدْ	حُرْ	بِلْ
بُلْ	تُمْ	قُمْ	قِمْ	هَمْ	هَجْ
هَجْ	هَفْ	صُدْ	ضِفْ	سِجْ	

EXERCISE 28: SUKUN - TWO INDIVIDUAL LETTERS

Write in the correct Iraab (vowel sign) and the sukun. Two examples have been done for you.

Qud	قُدْ		ab	أَبْ
sin	سِنْ		an	انْ
khaw	خَوْ		iz	ازْ
fir	فِرْ		am	امْ
jan	جِنْ		in	انْ
jil	جِلْ		bal	بِلْ
lan	لِنْ		wan	وَنْ

EXERCISE 29: READING SUKUN & VOWEL

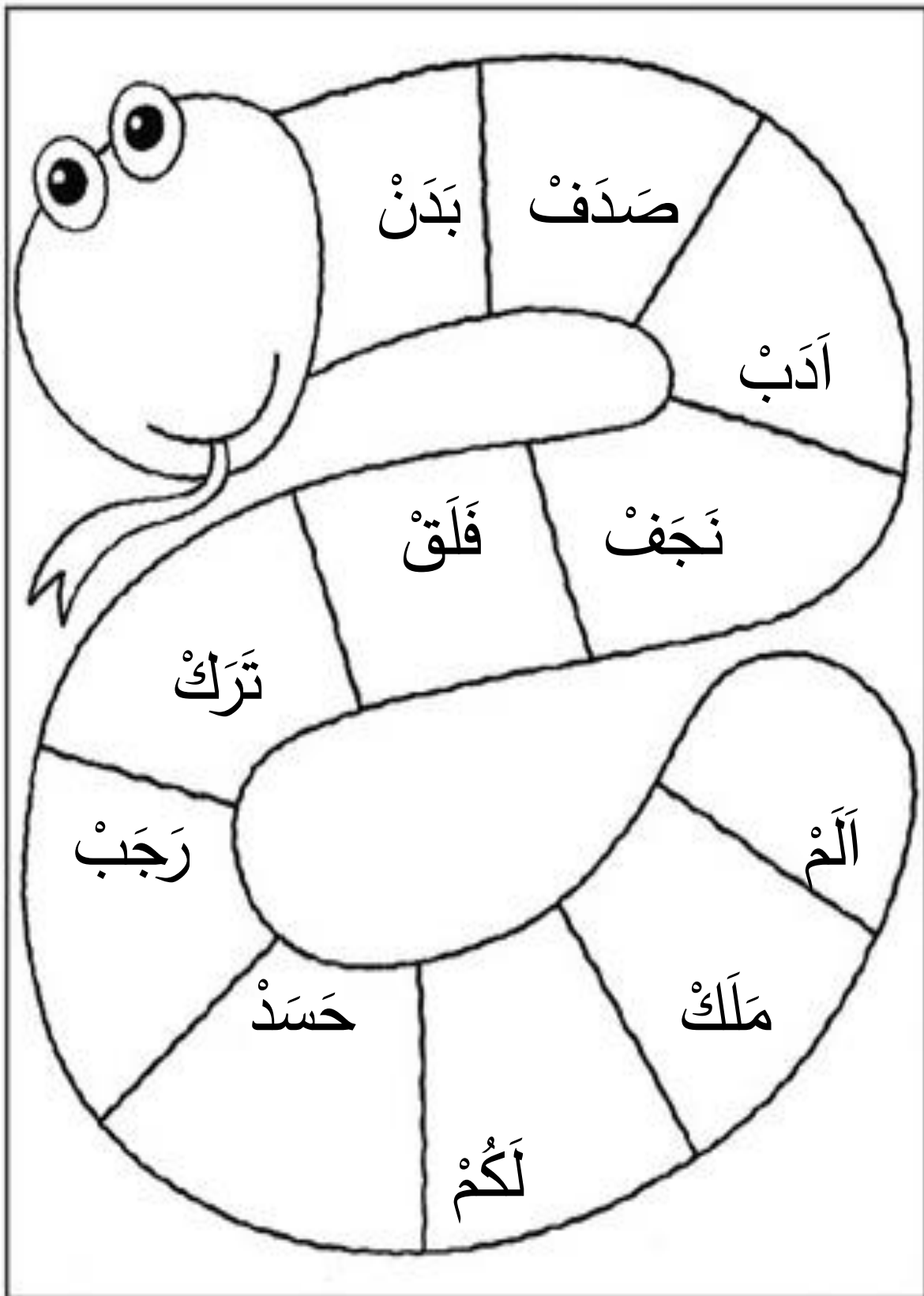
وَنْ	فِشْ	مِنْ	هُمُ	لَكَ	مَدُ
تَع	تَلْ	تَمُ	وَنْ	صَرْ	يَدُ
فِلَ	فِلِ	تُمُ	تُمُ	تَنَّ	تَنَّ
وُهُ	وُهُ	يِهِ	يِهِ	خَمُ	خَمُ
لَتَ	لَتَ	مِشْ	مِشْ	مَنْ	مِنْ
كُلْ	كَمُ	هَبْ	لِيْ	أُمُ	رِشْ
رُبَ	رُبَ	هُنَ	هُنَ	إِلَ	إِلَ

EXERCISE 30: READING SUKUN & VOWELS

Example at the end	The letter	Example in the beginning	The letter
يَشَاءُ	شَاءُ	يَأْمَنُ	يَاءُ
يَتَّبِ	تَّبِ	تُبَّتُ	تَّبُ
فَيَمُتُ	مُتُ	فَاتَّبَعَ	أَتُ
تَحْنَثُ	نَثُ	فَلَبِثَتْ	بَثُ
يَخْرِجُ	رُجُ	فَأَجْرُهُ	أَجُ
تَفْرَحُ	رَحُ	زُحْرِحَ	رُحُ
نَنْسَخُ	سَخُ	تَخْلُقُ	تَخُ
أَعْهَدُ	هَدُ	تُدْهِنُ	تُدُ
فَاخُذُ	خُذُ	عُدْتُ	عُدُ

EXERCISE 31: READING SUKUN & VOWEL

ظِمُّ	كُنُّ	لَمُّ	صُمُّ	ضُعُّ	سَلُّ
زِنُّ	سِرُّ	دَمُّ	ذِهُّ	وَهُ	رَجُّ
كَلُّ	كَزُّ	بِرُّ	جَزُّ	نَرُّ	جَبُّ
أَبُّ	إِبُّ	أَبُّ	أَبُّ	إِبُّ	أَبُّ
أَنْ	إِنْ	أَنْ	بَلُّ	بَلُّ	بَلُّ
كِبُّ	كِبُّ	سَمُّ	سَمُّ	تَمُّ	تَمُّ
كَمُّ	بَبُّ	صَفُّ	تَمُّ	كَفُّ	

EXERCISE 32: READING AND COLOURING

EXERCISE 33: READING SUKUN & IRAAB

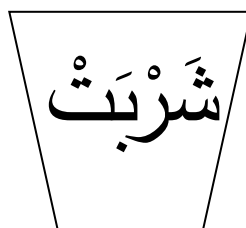
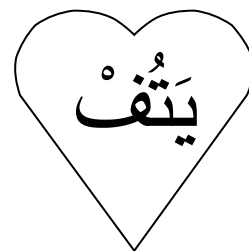
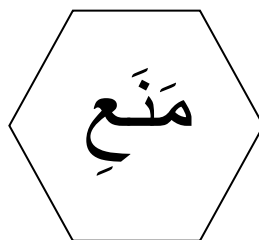
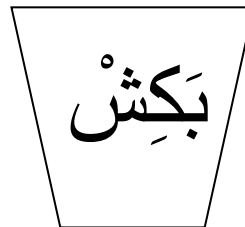
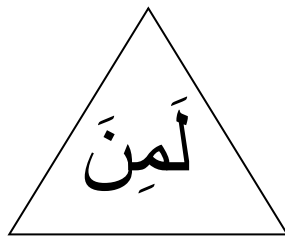
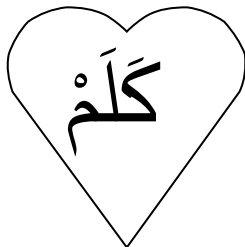
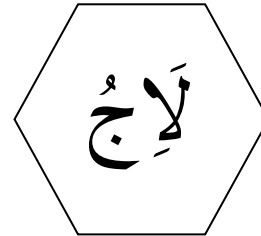
Example at the end	The letter	Example in the beginning	The letter
تَخَفَ	خَفَ	أَفْصَحُ	أَفَ
فَلْيُنْفِقْ	فِقْ	تَقَهَّرَ	تَقْ
تُشْرِكْ	رِكْ	تُكْرَهُ	تُكْ
تَقُلْ	قُلْ	أَعْجَلْتُمْ	جُلْ
خَلَقَكُمْ	كَمْ	فَأَقَمْتَ	قَمْ
فَأَذَنْ	ذَنْ	تَنْهَرْ	تَنْ
أَرْجِهْ	جِهْ	جَهْدَ	جَهْ
طَغَوْا	غَوْ	تَوَجَّلْ	تَوْ
لِكَيْ	كَيْ	أَغْيِرْ	غَيْ

EXERCISE 34: READING SUKUN: THREE JOINT LETTERS

فَقُلْ	عَبْدٌ	غَنَمٌ	أَبْدٌ
قَسَتْ	سَفَرٌ	تِلْكَ	نِعَمٌ لِمَنْ
عَجَلٌ	نَدَعُ	قُلْتُ	حَكْمٌ
كَانَتْ	أَسْتُ	فُلَاكِ	نَحِينٌ
أَمِلَ	أَلَمْ	لَطْفَ	فَهَلْ
تَشُرُ	وَزُنُ	وَزُنُ	جَفْنُ
جَفْنٌ	حَبَجٌ	خَتَمٌ	سَيِّعٌ حُرْمٌ
نَسَتْ	فُتِحَ	إِصْبِرْ	رَجٌ
شِيَّةٌ	يُفَعُ	فَهِيَ	بَعْضُ
قَسَتْ	قَسَتْ	رِيحٌ	رِيحٌ قَرْدٌ

EXERCISE 35: READING AND COLOURING JOINT LETTERS

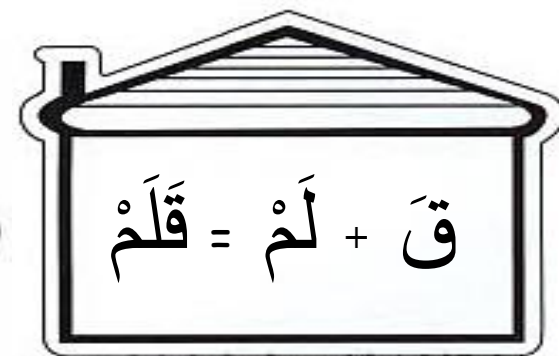
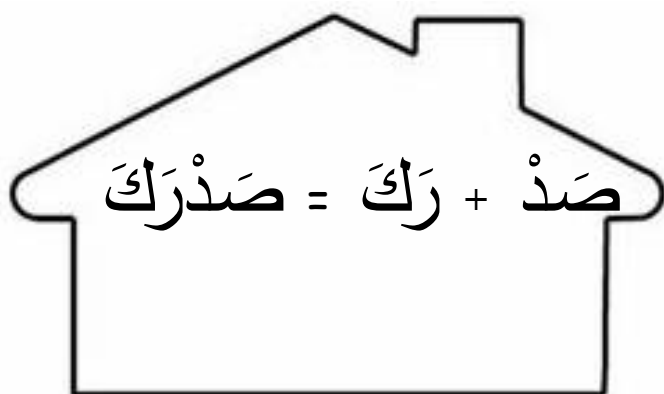
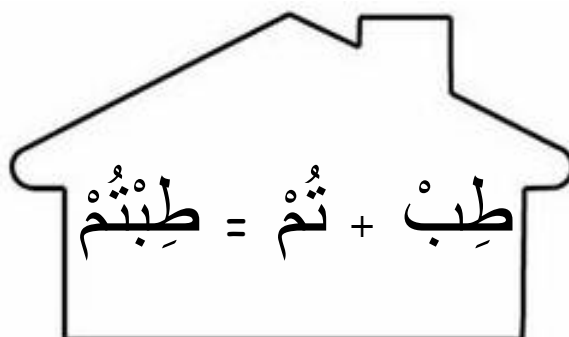
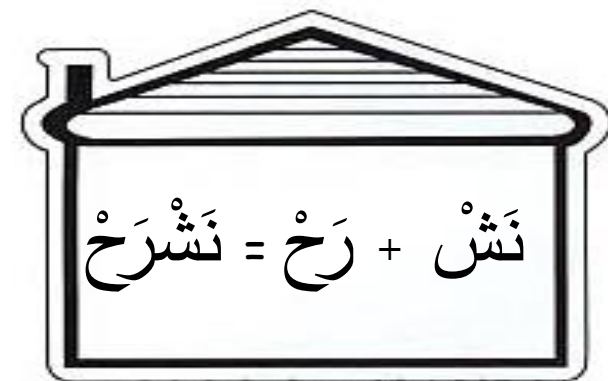
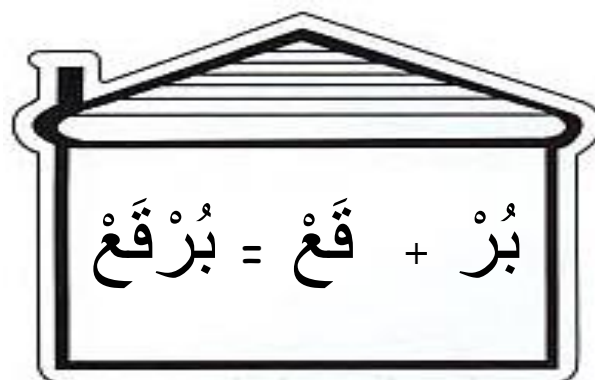
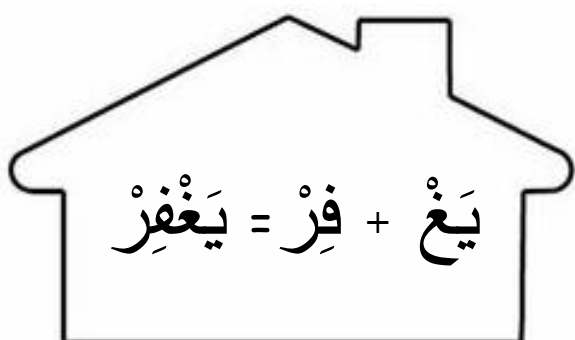
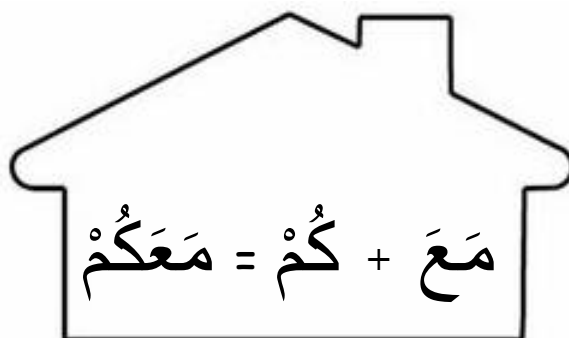
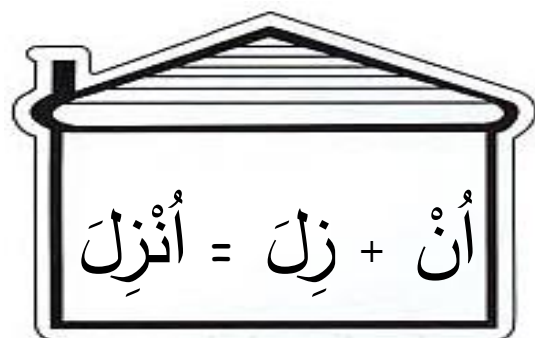
Colour all the shapes that have a Sukun letter



EXERCISE 36: READING SUKUN: TWO, THREE & FOUR
JOINT LETTERS

فَهَلْ	لَهُمْ	قَلَمُ	قَلَمُ	لَحْمُ
وَعَظُ	تَشْرُ	تُشِرُ	خِفْنَا	جُفِنُ
أَمْسِكْ	خَنْدَقُ	دَمُ	أَنْزِلُ	
أَلْقَتْ	فِي	مَشْرِقُ	قُلْتُمْ	
تَسْمَعُ	قَدَمُ	نَعْبُدُ	أَنْتُمْ	
مِشِ	زِلْتُمْ	أَقْتُلُ	تَلِيْرُ	
سِمْسِمُ	خِدْمَتُ	مِسْطَرُ	مُرْشِدُ	
مُشْكِلُ	مِنْكُمْ	مُسْلِمُ	أَهْلُكَ	
رَحْمَتُ	غَفَلَتْ	بَدَلَهُ	بَرَكَتُ	
بُلْبُلُ	لَطْفُ	أَكْرَمُ	أَسْلَمُ	

**EXERCISE 37: READING AND COLOURING SUKUN:
UNDERSTANDING FOUR JOINT LETTERS**



EXERCISE 38: READING SUKUN

مَطْلَبٌ	أَفْضَلُ	رُبُّ	هُنَّ	ظِفُّ
مَغْرِبٌ	مَشْرِقٌ	مَسْجِدٌ	قَبْلَهُ	
مِنْهُمْ	أَمْسِكُ	أَرْكُضُ	قُلْتُمْ	
وَزُنُّ	تَعْلَمُ	مِنْهُمْ	أَظْلَمَ	إِلَّ
دِرْحَمٌ	قِسْمَتٌ	مِحْنَتٌ	سَجْدَةٌ	
أَحْسِنُ	شَرِبْتُ	عِيقٌ	مَرَهُمْ	لَشَكَرُ
لَكُمْ	هُمْ	قَلَمٌ	لَحْمٌ	وَعَظٌ
جَلْوَةٌ	قَطْرَةٌ	خَلَقْتُ	أَكْبَرُ	
أَنْزِلُ	لَمْ	لَهُمْ	فَهَلْ	أَنْ
أَلَمْ	تَعْلَمُ	وَأَرْسَلْ	عَلَيْهِمْ	

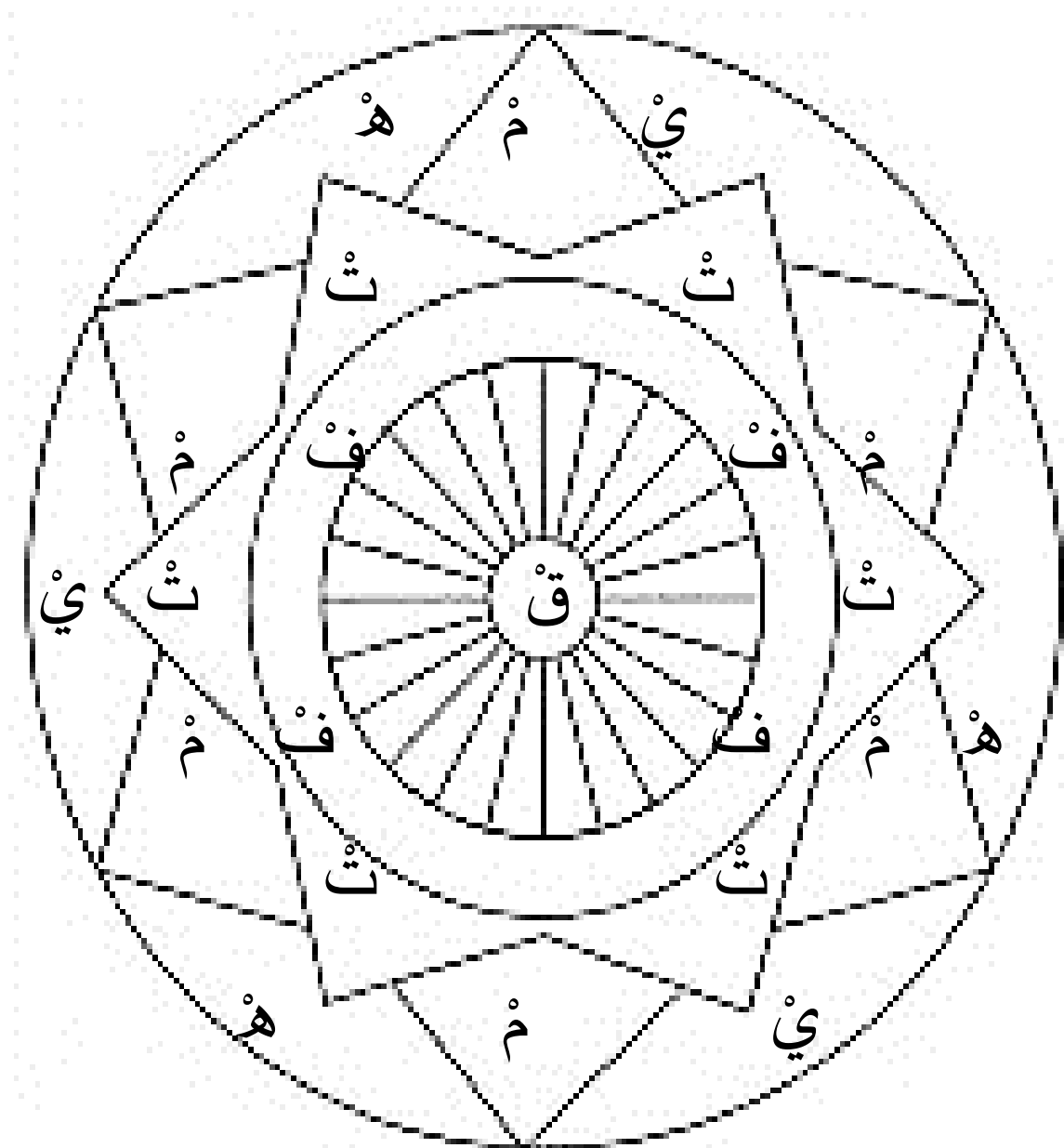
EXERCISE 39: READING SUKUN: 2,3, 4, 5 & 6 JOINT LETTERS

تَظَلَّم	أَنْتُمْ	الْحَمْدُ	قُتِلْنَا
عَلَيْهِمْ	أَنْعَمْتَ	أَسْكَنْ	ظَلَمْتُمْ
أَنْزَلْنَا	يُدْخِلْكُمْ	هَبْ	لَكُمْ
أَكُنْتُمْ	أَنْفُسِهِمْ	لِتَقْتَرِي	فَأَخْرَجَ
بَدَنُ	رَجَبُ	بَلْ	عَنْ وَعِظُ
أَلَمْ	نَشْرَحْ	لَكَ	صَدْرَكَ
وَرَفَعْنَا	لَكَ	ذِكْرَكَ	كَيْفَ
أَلْقَتْ	أَتَمِّمِ	إِصْبِرِ	أَرْكُضِ
أَحْسِنِ	يُعْظِمِ	أَقْتُلِ	يَغْفِرِ
قَدَمِ	قَدَمِ	قَدَمِ	لَكُمْ

EXERCISE 40: SUKUN COLOURING PRACTICE

Colour the pattern according to the table below

م	ه	ي	ث	ف	ق
Red	Yellow	Blue	Green	Orange	Black
Ahmar	Asfar	Azrak	Akhdhar	Burtuqaali	Aswad



EXERCISE 41 (a): READING SUKUN JOINT LETTERS

عِلْمُكَ	ظَلَمْتُ	قَابُكَ	يُهْلِكُ	
قُتِلْنَا	تَعَلَّمَ	خَلَقَكَ	غَابَتْ	
إِدْفَعْ	إِذْهَبْ	أَنْزِلْ	أَمِهْلْ	
وَ إِذْ	قُلْتُمْ	أَنْعَمْتَ	عَلَيْهِمْ	وَمَنْ
أَظْلَمُ	كَيْفَ	رُفِعَتْ	أُمُّ	كُنْتُمْ
قَدَمٌ	قَدَمٌ	قَدَمٌ	قَدَمٌ	قُرٌ
خَبْرٌ	خَبْرٌ	خَبْرٌ	تَشْرٌ	تُشْرٌ
يُهْدُهُ	تَزْعَزَعُ	يُقْرَقِرُ	يَتَمَلَّمُ	
يُتْرَجِمُ	يَتَبَخَّرُ	يَتَغَلَّغُ	يُجْرَجِرُ	
نُبْرَهِنُ	يُبْلِبُ	يُثْرِثِرُ	يَتَخَلَّلُ	
يَسْتَسَلِمُ	يَسْتَدْرِجُ	يَسْتَمْسِكُ		

EXERCISE 41 (b): READING SUKUN JOINT LETTERS

أَحْسِنُ تَسْعَدُ	إِعْمَلْ تَنْجَحْ	أَكْرِمْتُ سَكْرُ
أُصْدِقُ تَسْلَمُ	إِزْرَعُ تَحْصِدُ	اقْرَأُ تَفْهَمُ

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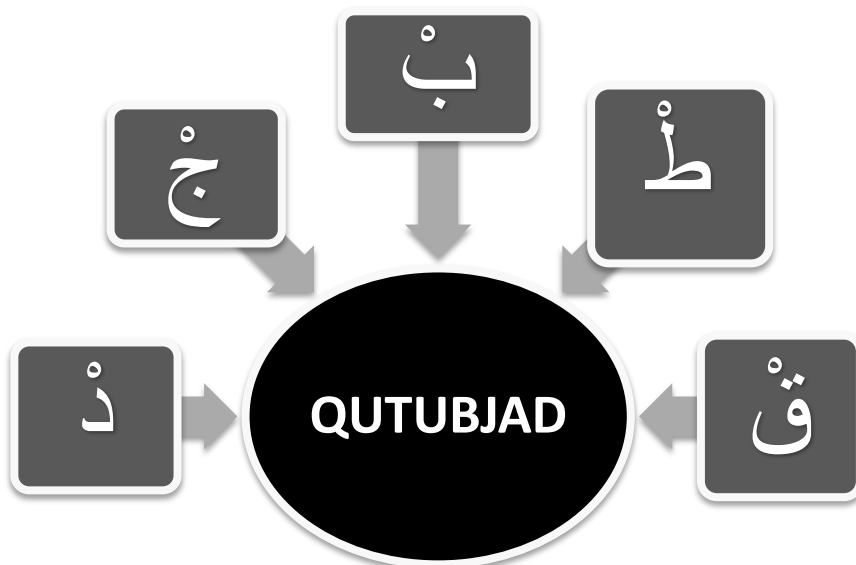
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أَكْتُبُ دَرَسَكَ كَيْ تَنْجَحَ	فَيَصِلُ يَسْكُنُ بَيْتَهُ
مِنْ فَضْلِكَ مَنْ أَنْتَ	لِلْجَمَلِ أَرْبَعَةُ أَرْجُلٍ
أَحْمَدُ يَذْهَبُ لِلْمَسْجِدِ	أَمْجَدُ أَكْبَرُ مِنْ أَحْمَدَ
أَسْعَدُ أَصْعَرُ مِنْ أَحْمَدَ	نَحْنُ نَلْعَبُ وَنَمْرَحُ
ذَهَبَ أَحْمَدُ لِلْمَدْرَسَةِ	وَذَهَبَتْ هِنْدُ لِلْمَدْرَسَةِ
أَمْجَدُ يَكْتُبُ بِقَلَمٍ	هِنْدُ تَرَسُمُ بِلِمِسْطَرَةٍ

Teacher / Parent notes: By the end of exercise 41, the student will be well versed with the Fat-ha, Kasra, Dhamma and Sukun. You will notice that the confidence of the child is also higher at this stage. Keep encouraging them and even repeat, if necessary. This will make them more fluent with their reading. Explain to the student that repeating a topic does not take them a step backwards, but ensures that the next step forward is a much sure and steady one.

Q A L Q A L A H - basic introduction

(Letters of Vibration, Bounce or Echo)



When any of the above letters, appear with a Sukun/Jazm on top of it, then the letter is supposed to be bounced or echoed. This is because when these 5 letters are read with a Sukun, the full sound of the letter does not come out and it is stuck. Therefore we read them with an echo so as to release the sound.

- 1.) The echo will be hard, therefore said with more force, when there is a Shaddah on the letter.
- 2.) Little lighter when an Ayah (verse) of the Qur'an ends with the letter.
- 3.) More lighter when it is within the middle of the Ayat (verse) of the Qur'an.

The 5 Vibration letters (Qalqalah) are:

ق ط ب ج ذ

Also known with the acronym: QUTUBJAD letters

Q A L Q A L A HContinued(Letters of Vibration, Bounce or Echo)**Repeated Voice (QALQALAH)**

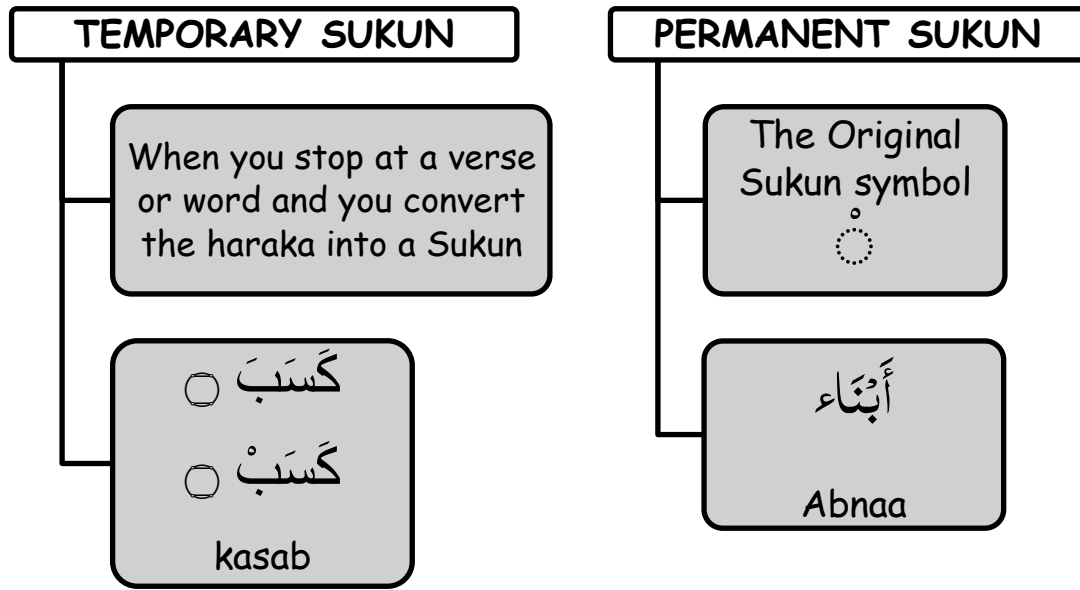
When there is JAZAM (جَزَمٌ) on them



- a.) We trap the sound of that letter, then release it. It is pronounced with a Vibration/Echo/Resonance or Bounce.
- b.) The Sound of the echo should be visible when coming across these letters.
- c.) The vibration should not be changed into a full and complete short vowel or Haraka.
- d.) The rest of the alphabet when accompanied by a Sukoon should not be vibrated.
- e.) **NOTE**: Care must be taken to ensure that the application of the echo must **NOT** be to the extent that the letter sounds as though it bears a Fat-ha sign.

QALQALAH:

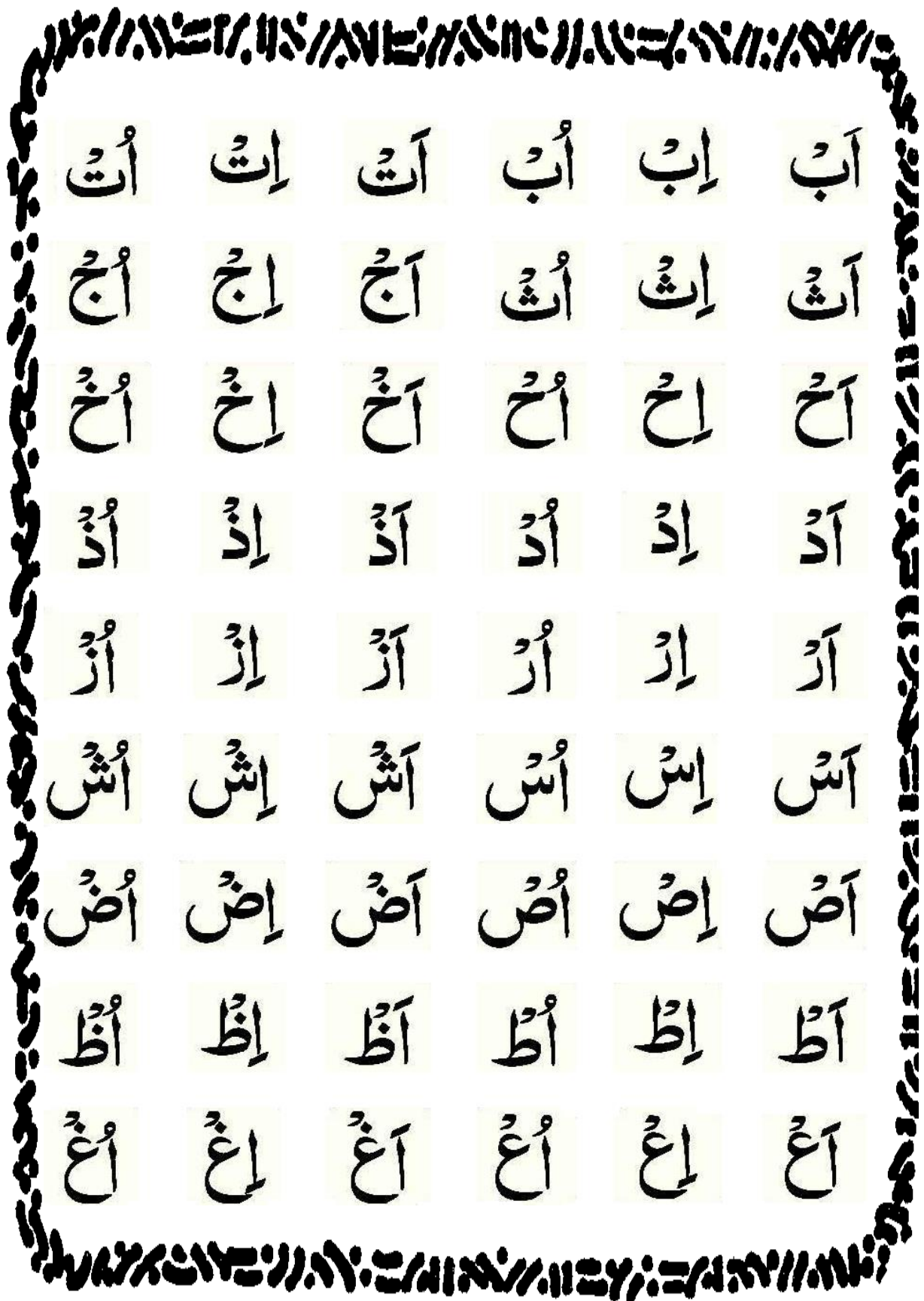
TWO TYPES OF SUKUN

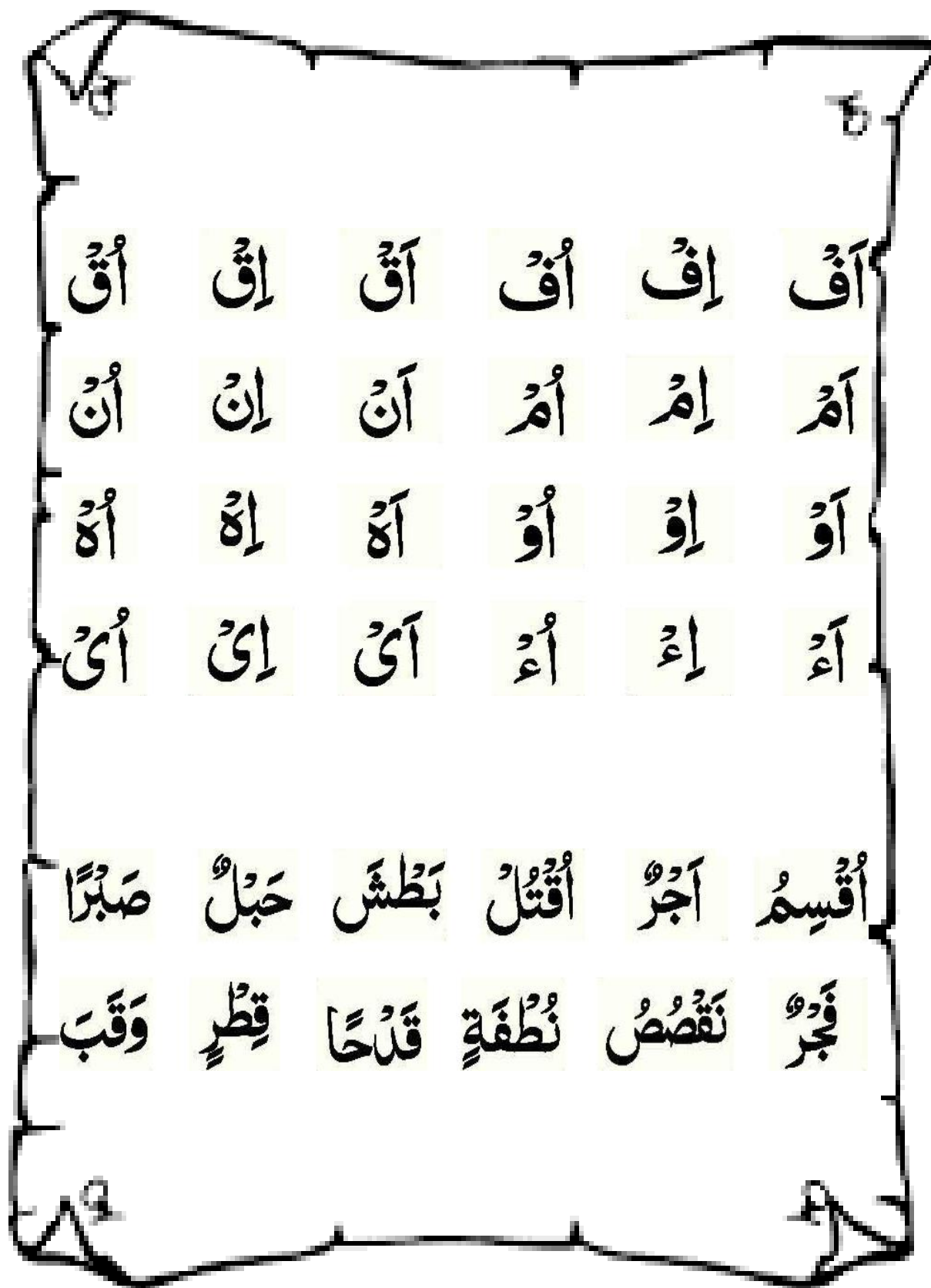


TEMPORARY SUKUN Examples of end of verse		PERMANENT SUKUN Examples in a word	
خَلَقْ	← Becomes	خَلَقْنَا	ق
حُحِيطُ	← Becomes	أَطَعَمَهُمْ	ط
كَسَبْ	← Becomes	قَبْلِكَ	ب
بُرُوجِ	← Becomes	تَجْرِي	خ
أَحَدُ	← Becomes	قَدْ أَفْلَحَ	د

TO IDENTIFY THE LEVEL OF THE QALQALAH

- 1.) Look for one of the letters of Qalqalah
- 2.) Ask yourself: Does it have a Permanent or Temporary Sukun?
- 3.) What level of Qalqalah is it? Subtle, Medium or Strong?

EXERCISE 42: PRACTICE READING QALQALAH

EXERCISE 43: PRACTICE READING QALQALAH

EXERCISE 44: PRACTICE READING QALQALAH

فَأَثَرَنَ	يَلِدُ	أَلْفِ	عَنَّهُ	أَخْلَدَهُ
عَيْنَ	يَعْمَلُ	وَأَخْرَجَتْ	تُطِعُهُ	فَلْيَدْعُ
بِحَمْدِ	وَرَأَيْتَ	نَصْرُ	أَعْبُدُ	قُلْ
ظَهَرَكَ	سَوَاطِ	فِرْعَوْنَ	إِنَّ	وَأَرْسَلَ
بَعْدُ	غَيْرُ	أَحْسَنِ	فَرَعْتَ	ذِكْرَكَ
زُلْزَلَتْ	خَيْرُ	أَهْلِ	مَطْلَعِ	بِإِذْنِ
عِلْمِ	لَوْ	بِهِمْ	يَعْلَمُ	فَوْسَطْنَ

LONG VOWELS - (HURUUF - AL - ILLAH)

LONG VOWELS TYPE 1

THE LETTERS ALIF, YAA & WAAW

The letters Alif, Yaa and Waaw are called Huruuf - al - Illah. The vowel signs of Fat-ha, Kasra and Dhamma are said to be harmonious with Alif, Yaa and Waaw respectively. The long vowels of Alif, Yaa and Waaw can also be referred to as Alif Sukun, Ya Sukun and Waw Sukun.

The addition of Alif, Yaa and Waaw to the letters with Fat-ha, Kasra and Dhamma are known as the rules of Madd (The original Madd or Madd al Asiliyya) Muddah literally means to elongate or stretch. A letter with Muddah is elongated whilst reciting, to the measure of **two harakaat** (or **a two-second elongation**). These 3 letters of Alif, Yaa and Waaw are also known as the **MADDIYA LETTERS**.

Important to understand:

- 1) When an Alif is added to a letter with a Fat-ha sign **بَا** (it is read as 'baa')
- 2) When a Yaa is added to a letter with a Kasra sign **بِي** (it is read as 'bii')
- 3) When a Waaw is added to a letter with a Dhamma sign **بُو** (it is read as 'buu')

Notice that the letters with the Fat-ha, Kasra or Dhamma are elongated a little when read with Maddiya letters (a 2-second stretch)

LONG VOWELS - (HURUUF - AL - ILLAH)

LONG VOWELS TYPE 2

STANDING FAT-HA, STANDING KASRA & INVERTED (UPSIDE DOWN) DHAMMA

Standing Fat-ha - A vertical stroke above a letter as in **ب** (Baa)

This equals two 'a's and is similar to a long 'aa' sound. Simply put, the long vowel Fat-ha is a short 'alif' on top of the letter.

Standing Kasra - A vertical stroke below a letter as in **بِ** (Bii)

This equals two 'i's and is similar to a long 'ee' sound. Simply put, the long vowel Kasra is a short 'alif' at the bottom of the letter.

Inverted Dhamma - An inverted hook above a letter as in **بُ** (Buu)

This equals two 'u's and is similar to a long 'oo' sound. Simply put, the long vowel Dhamma is an inverted dhamma (like the number 6) on top of the letter.

NOTE: Explain to the child that a short Alif is also pronounced as a long vowel and has a 2-second stretch. A long vowel Alif can also be written as a "ya without the dots". Both the Alif and the Ya without dots are known as 'Alif Maqsurah'. Both of them are long vowels.



 ٧٥ / ١٤٦

DIFFERENCE BETWEEN LONG VOWELS TYPE 1 AND 2

1.) The letters Alif, Ya and Waaw are called Huruuful Maddah. This means that only these three letters can carry the 2-second elongation, when they appear with the Fat-ha, Kasra and Dhamma letters respectively. (**Type 1 is this type of stretch**)

2.) The short Alif is known as "Alif Maqsurah" and when it appears above a letter, it replaces the Alif of Huruuful Maddah.

When it appears below the letter, it replaces the Ya of Huruuful Maddah.

When the inverted Dhamma appears above a letter, it replaces the Waaw of Huruuful Maddah.

Where the shortened Alif and the inverted Dhamma appear, they also stretch the word with a 2-second elongation. (**Type 2 is this type of stretch**)

Whereas in Type 1 only Alif, Ya and Waaw are used to create the stretch, in Type 2, the shortened Alif and the inverted Dhamma can be used in any of the letters of the Arabic Alphabet to create the stretch.

PARENTS / TEACHERS NOTE: This topic is important as many students do not fully grasp or practice the 2-second stretch and later on need to be constantly reminded of the same.

EXAMPLE OF LONG VOWEL TYPE 1**ALIF, YAA & WAW**

LETTERS WITH SHORT VOWELS ONLY		LETTERS WITH LONG VOWELS AND HURUUF - AL - ILLAH (TYPE 1)	
BA (short)	بَ	BAA (long)	بَا
BI (short)	بِ	BII (long)	بِي
BU (short)	بُ	BUU (long)	بُو

EXAMPLE OF LONG VOWEL 2**STANDING FAT-HA, STANDING KASRA & INVERTED DHAMMA**

LETTERS WITH SHORT VOWELS ONLY		LETTERS WITH LONG VOWELS AND HURUUF - AL - ILLAH (TYPE 2)	
BA (short)	بَ	BAA (long)	بَ
BI (short)	بِ	BII (long)	بِ
BU (short)	بُ	BUU (long)	بُ

THE LONG VOWEL FAT-HA

(ALIF MADDIYA) TYPE 1 & TYPE 2

A long vowel Fat-ha is written as an 'alif' joined to the end of a letter or a vertical stroke above a letter.

They lengthen the sound of the letter with a fat-ha to 2 harakaat (equals to about 2 'aa's or a 2 second stretch) sounding like 'aa' eg. jar changes into jaar (the word elongates a little)

ALIF MADDIYA

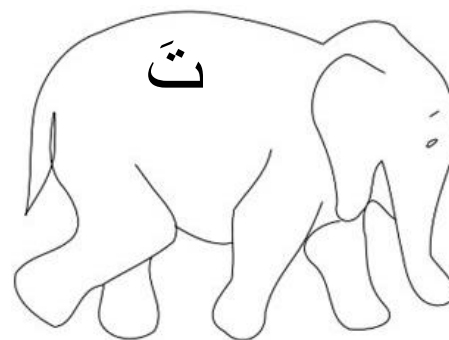
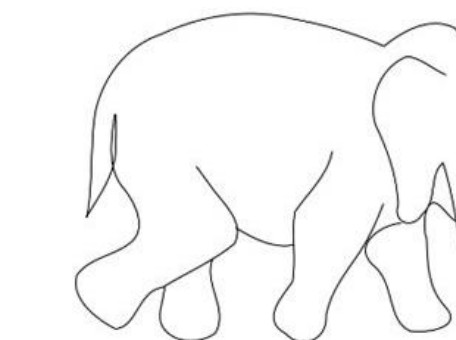
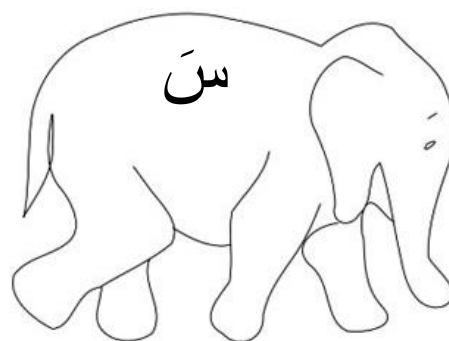
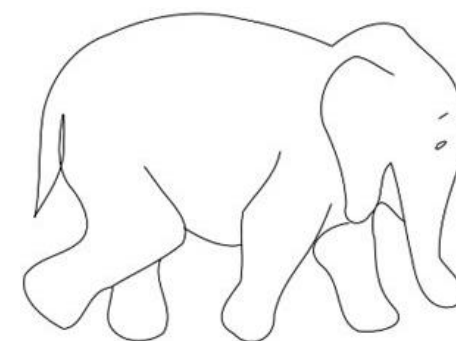
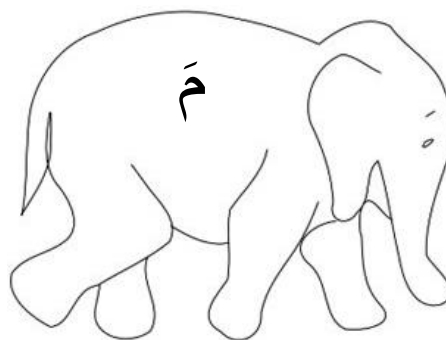
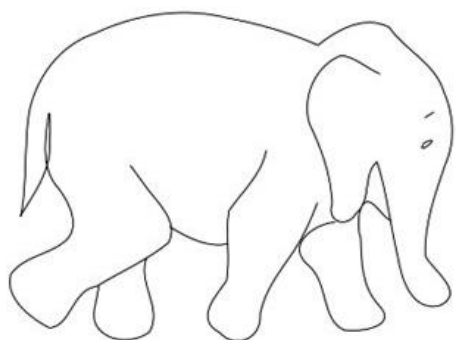
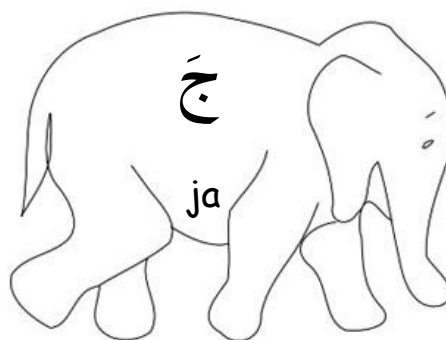
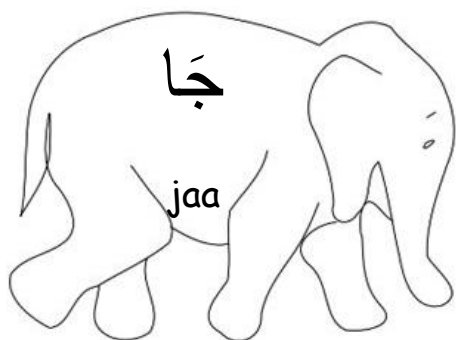
SAMPLE OF LONG VOWELS TYPE 1 & TYPE 2

<u>Standing Fat-ha</u> <u>Long vowel</u> <u>Type 2</u>	<u>Add Alif</u> <u>Long vowel</u> <u>Type 1</u>	<u>Alif</u>	<u>Letter with</u> <u>vowel</u>
Both are stretched for 2 seconds			
ب	بَا	← ا + ب	
baa	baa		
ج	جَا	← ا + ج	
jaa	jaa		

The long vowels of type 1 and type 2 can be written in either way. The student should be made to understand that there is no difference in pronunciation of these letters and the elongation is the same.

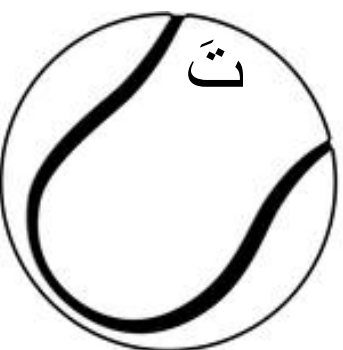
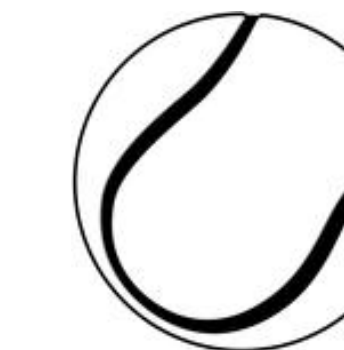
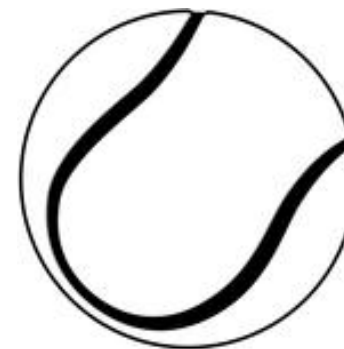
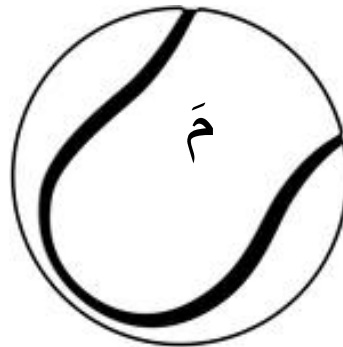
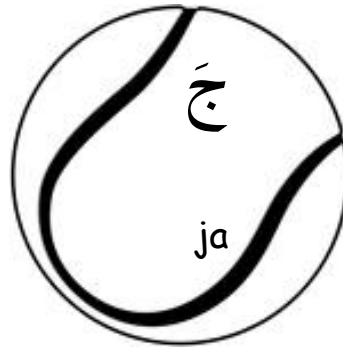
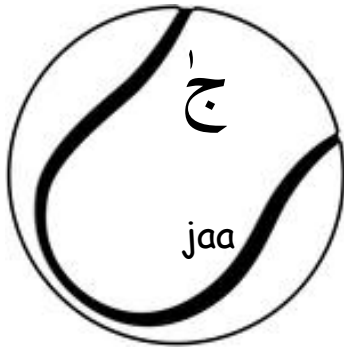
HURUUF-AL-ILLAH: LONG VOWELS - TYPE 1**EXERCISE 45: WRITING and COLOURING**

When an Alif is added to a letter with a Fat-ha, the sound is elongated (a 2-second stretch). Change the Fat-ha letters, into long vowel sounds.



HURUUF-AL-ILLAH: LONG VOWELS - TYPE 2**EXERCISE 46: WRITING and COLOURING**

When a short Alif is written above a letter, the sound is elongated (a 2-second stretch). Change the Fat-ha letters, into long sounds.



EXERCISE 47: READING LONG VOWEL-ALIF MADDIYA 1 & 2

ALIF MADDIYA - TYPE 2	ALIF MADDIYA - TYPE 1
قَلَّ	قَالَ
مَلِكٍ	مَالِكٍ
كُتِبَ	كُتِبَ
سُبْحَانَكَ	سُبْحَانَكَ
كَلِمَاتٍ	كَلِمَاتٍ
بَرَكْنَا	بَارَكْنَا
ذَلِكَ	ذَلِكَ
إِلَهَ	إِلَاهَ
أَنْهَرُ	أَنْهَارُ
أَبَوَهُ	أَبَوَاهُ
عَهْدَ	عَاهِدَ

LONG VOWEL: WITH ALIF MADDIYA TYPE 1EXERCISE 48: READING

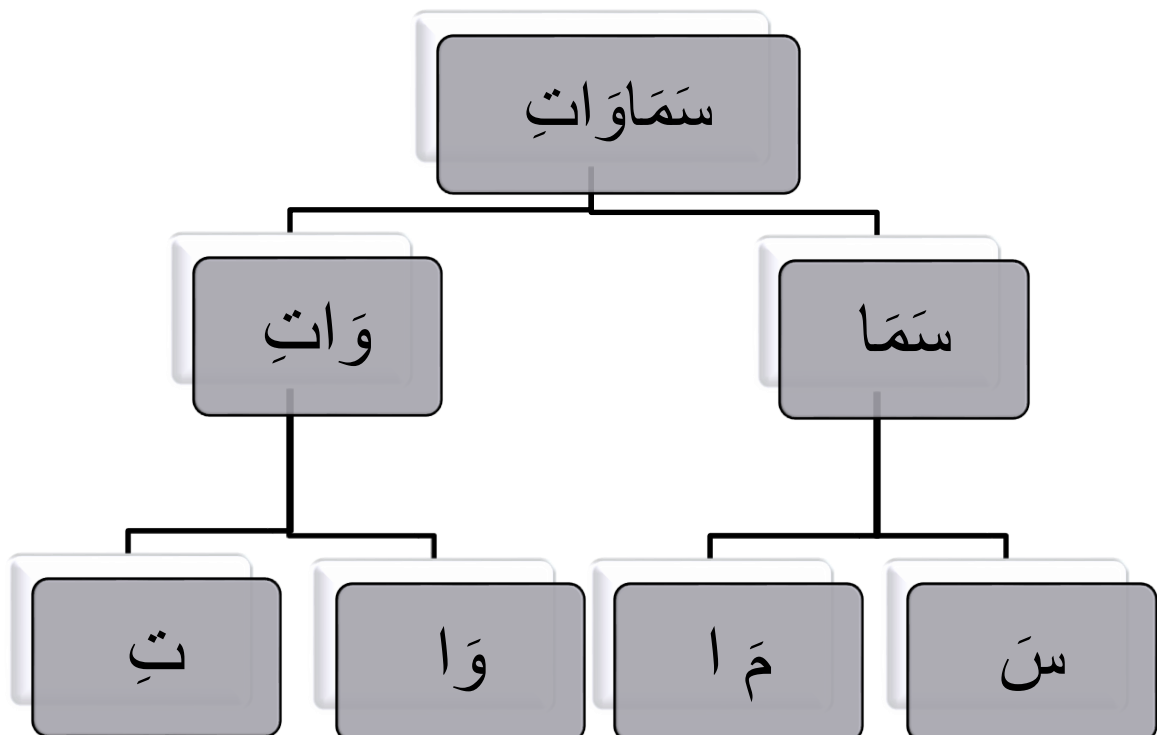
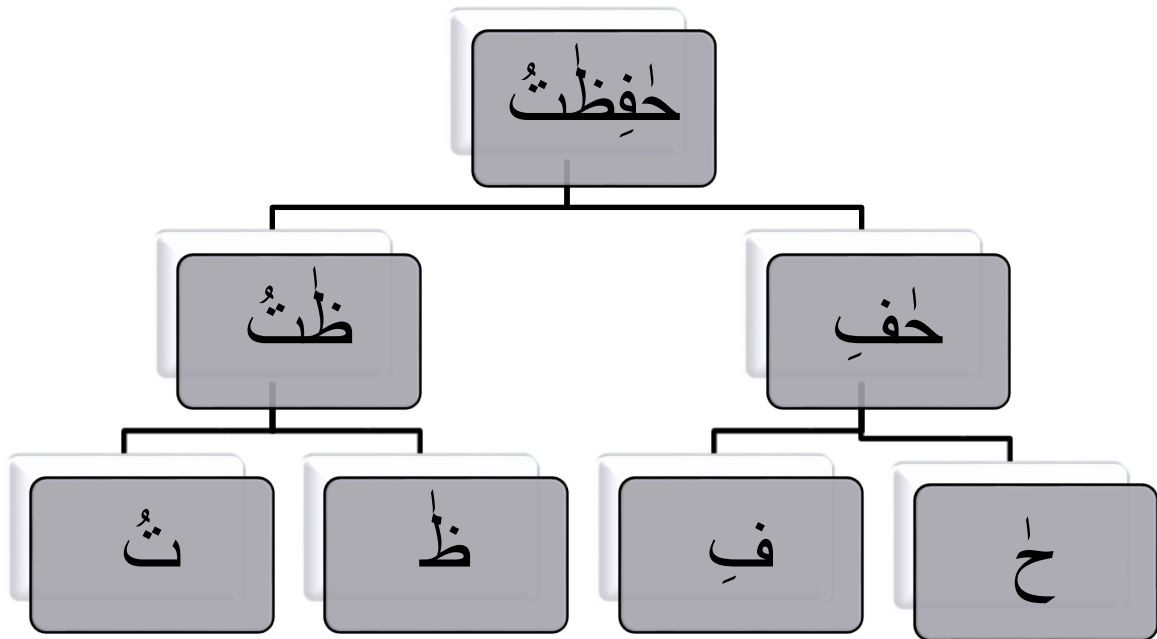
بَا	تَا	ثَا	جَا	حَا	خَا	دَا
ذَا	رَا	زَا	سَا	شَا	صَا	ضَا
طَا	ظَا	عَا	غَا	فَا	قَا	كَا
لَا	مَا	نَا	هَا	وَا	يَا	
ذَاتَ	خَافَ	كَانَ	قَالَ	رَانَ		
طَابَ	تَابَ	عَادُ	نَارَ	هَادِ		
يَخَافُ	مَالِكِ	عَامِ	أَفَاقَ			
خَالِدَ	ثُبَاتِ	كَاتِبُ	غَاسِقِ			
عَابِدُ	دَافِقِ	حَافِظُ	مُطَاعِ			
صَوَابَ	فَوَاكِهَ	رَوَاسِيَ	مَوَاجِرَ			

LONG VOWEL: WITH ALIF MADDIYA TYPE 2EXERCISE 49: STANDING FAT-HA (SMALL ALIF ABOVE THE LETTER)

ذ	د	خ	ح	ج	ث	ث	ب
ظ	ط	ض	ض	ص	ش	س	ر
ي	و	ن	م	ل	ك	ق	ع
تَلْ	أَدَمَ	أَمَنَّ	ذَلِكَ	أَثَرَ	أَخَرَ		
سَلْمٌ	حَلًّا	مَابَ	كَتَبُ	مِهْدًا	إِلَهَ		
أَثَرِ	رِسَالَتِ	كَلِمَتِ	أَيَّتِ				
قُنَيْتُ	حَفِظْتُ	سَمَوْتُ	كَشَفْتُ				

UNDERSTANDING THE HURUUF-AL-ILLAH (ALIF MADDIYA)

Explain to the student how a long word is built up and how to join. Special attention should be given to the place where the long vowels are and you have to ensure that they stretch where necessary.



LONG VOWEL: ALIF MADDIYA TYPE 1 & 2 (MIXED)EXERCISE 50: READING

جَاعِلُ	جُنَاحَ	أَصَابَ	
يَابِنِي	مَارِبُ	أَدَمَ	يَبِنِي
أَذَانِهِمْ	رَزَقْنَهُمْ	أَذْنِهِمْ	
جِنَاهُمْ	لِلْمَلَائِكَةِ	بِلَهُدٍ	
أَنَامِلَ	سَمَوَاتٍ	صَلَوَةٌ	
أَيْتُنَا	لِلْكَافِرِينَ	عَبْدَتِ	
جَاعَ	يَكُونُ	صَادَقَ	جَعَّ

LONG VOWEL: ALIF MADDIYAEXERCISE 51: READ and COLOUR

THE LONG VOWEL KASRA

(YA MADDIYA) TYPE 1 & TYPE 2

A long vowel Kasra is written as a 'ya with a sukun' that is joined to the end of a letter or a vertical stroke below a letter.

The Ya Maddiya lengthens the letter with the kasra to 2 harakaat (equals to about 2 'i's or a 2 second stretch); sounding like 'ee' eg. Bin to been, kip to keep, slip to sleep.

YA MADDIYA

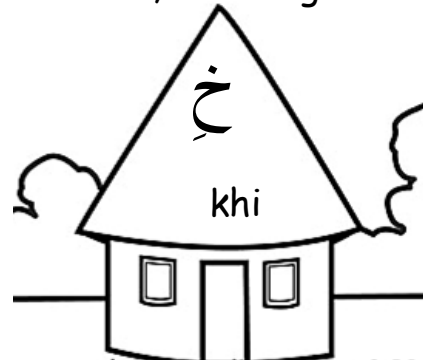
SAMPLE OF LONG VOWELS TYPE 1 & TYPE 2

<u>Standing Kasra</u> <u>Long vowel</u> <u>Type 2</u>	<u>Ya with a</u> <u>Sukun</u> <u>Long vowel</u> <u>Type 1</u>	<u>Ya Sukun</u>	<u>Letter with</u> <u>vowel</u>
بِ	بِيْ	← بِيْ + بِ	
bii	bii		
فِ	فِيْ	← فِيْ + فِ	
fii	fii		

The long vowels of type 1 and type 2 can be written in either way. The student should be made to understand that there is no difference in pronunciation of these letters and the elongation is the same.

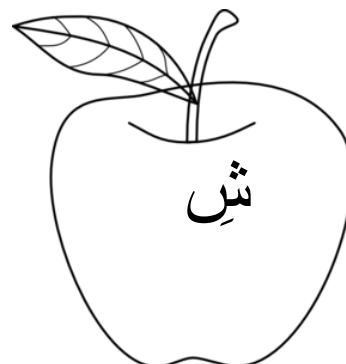
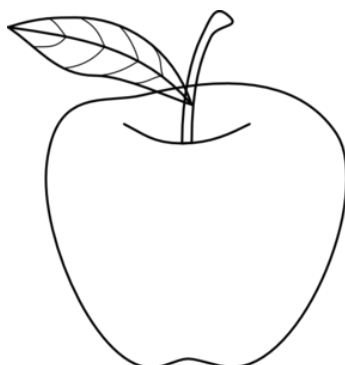
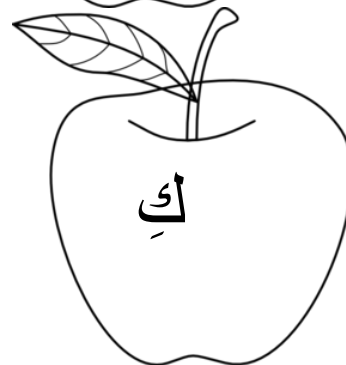
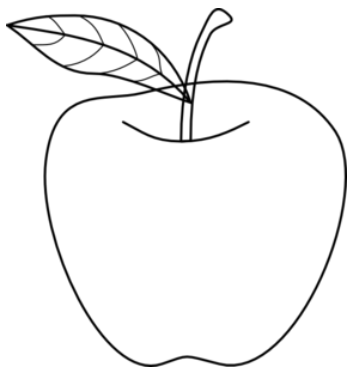
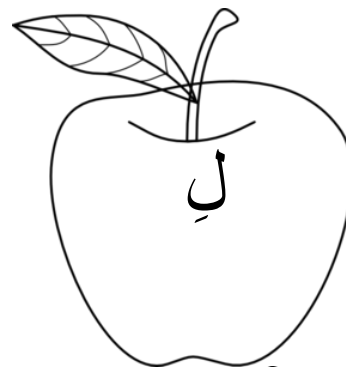
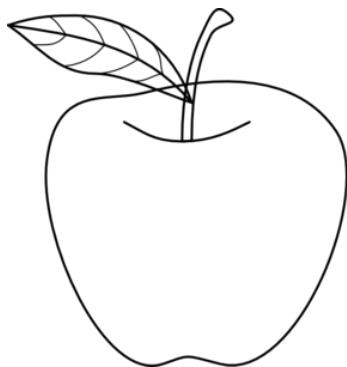
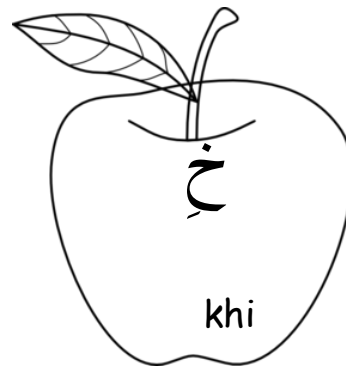
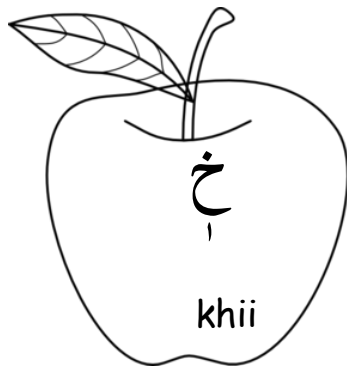
HURUUF-AL-ILLAH: LONG VOWELS - TYPE 1**EXERCISE 52: WRITING and COLOURING**

When a Ya is added to a letter with a Kasra, the sound is elongated (a 2-second stretch). Change the Kasra letters, into long sounds.



HURUUF-AL-ILLAH: LONG VOWELS - TYPE 2**EXERCISE 53: WRITING and COLOURING**

When a short Alif is written below a letter, the sound is elongated (a 2-second stretch). Change the Kasra letters, into long sounds.



LONG VOWEL KASRA: YA MADDIYA TYPE 1 & 2EXERCISE 54: READING

YA MADDIYA - TYPE 2	YA MADDIYA - TYPE 1
يُحْيِي	يُحْيِي
إِبْرَاهِمَ	إِبْرَاهِيمَ
الْفِهِمُ	إِنْيَالْفِهِمُ
وَقِيلَهُ	وَقِيلَهُ
لِإِلْفِ	لِإِنْيَالْفِ
خَطَّتِيهِ	خَطَّتِيهِ
مِنْكَالِ	مِنْكَالِ

LONG VOWEL KASRA: YA MADDIYA TYPE 1EXERCISE 55: READING YA SUKUN

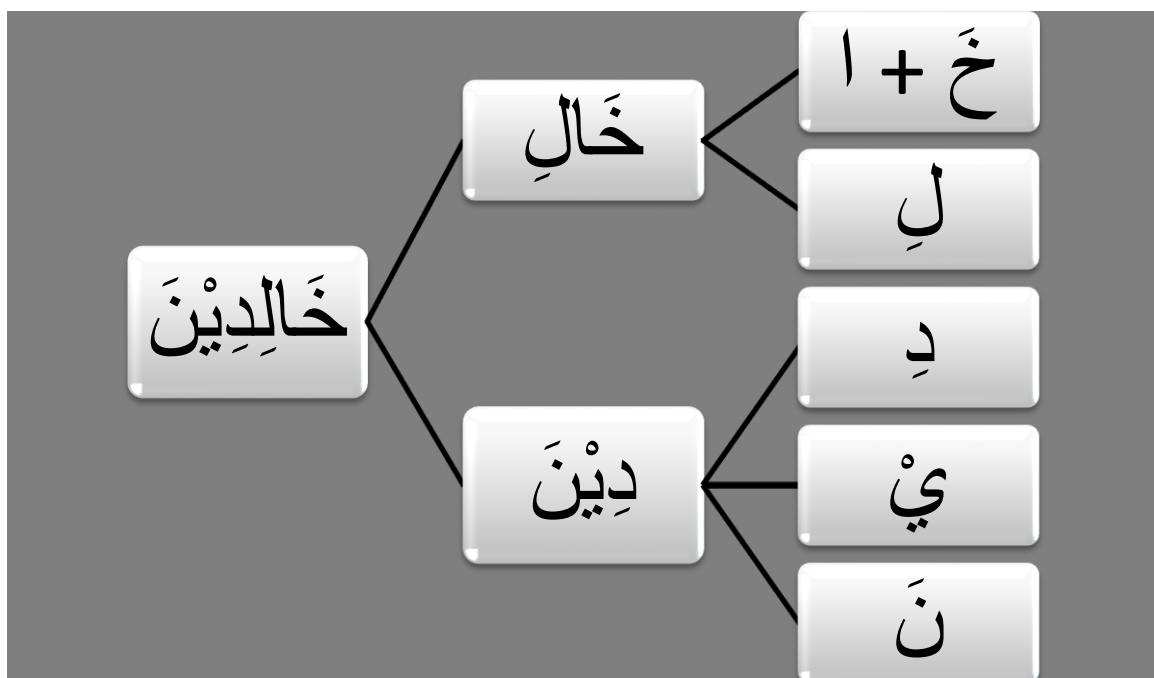
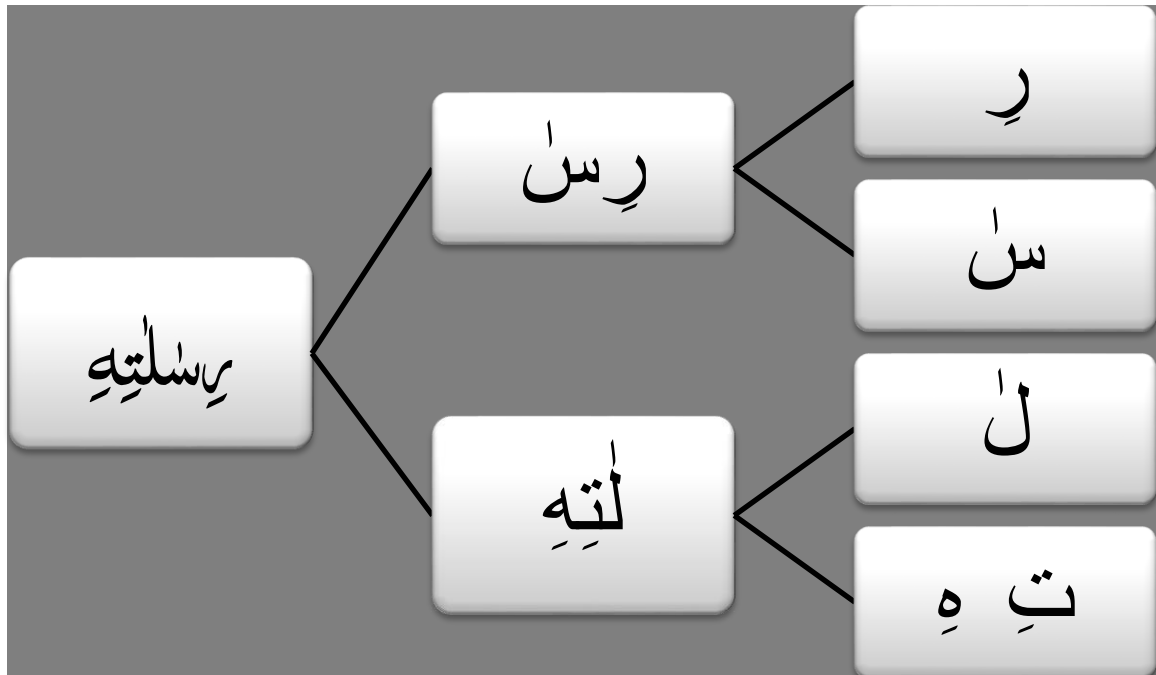
اِي	بِي	تِي	ثِي	جِي	حِي
خِي	دِي	ذِي	رِي	زِي	سِي
شِي	صِي	ضِي	طِي	ظِي	
عِي	غِي	فِي	قِي	لِي	مِي
بَنِيهِ	يِي	وِي	هِي	نِي	
عَلِيمٌ	كَثِيرٌ	يَتِيمٌ	مُبِينٌ		
وَكَئِلٌ	نَذِيرٌ	أَخِيهِ	مُحِيطٌ		
مِيقَاتٌ	بَصِيرٌ	يَمْشِي			
وَغِيْضٌ	لَطِيْفٌ	عَظِيْمٌ	عِيْنٌ		
أَكِيْدٌ	مَجِيْدٌ	كَرِيْمٌ	يَسِيْرٌ		

LONG VOWEL: YA MADDIYA TYPE 2EXERCISE 56: STANDING KASRA (ALIF BELOW THE LETTER)

زِ يَ	ذِ دِ	خِ حِ	جِ ثِ	تِ بِ
غِ عِ	ظِ طِ	ضِ صِ	شِ سِ	
يِ هِ	وِ نِ	مِ لِ	قِ فِ	
سِيْ	دِيْ سِ	جِيْ	تِيْ	تِ
عَلِمَنْ	بِعَبْدِهِ	بَعْدِهِ	كُتِبَهُ	عَلِمَهُ
فِيحِ	خَلِيدَنْ	نُحِيْ	قَلِحِ	تَجَزِ
سَبَلِهِ	رُسُلِهِ	رِسْلَتِهِ	أَرْضِهِ	

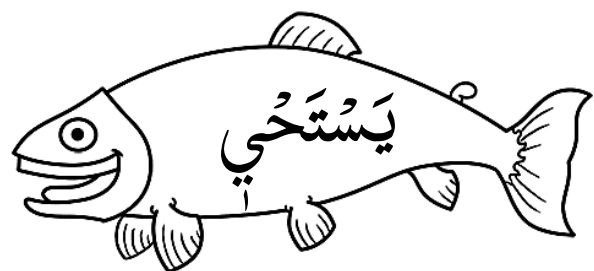
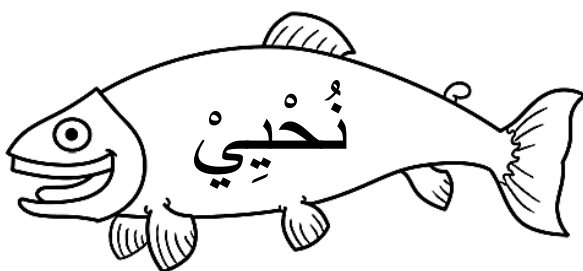
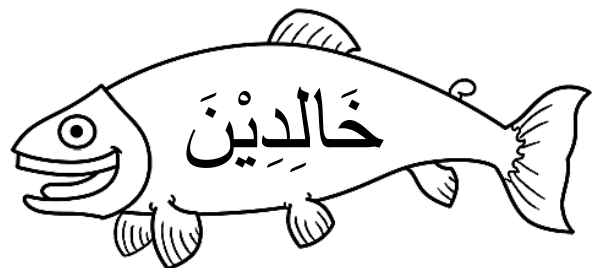
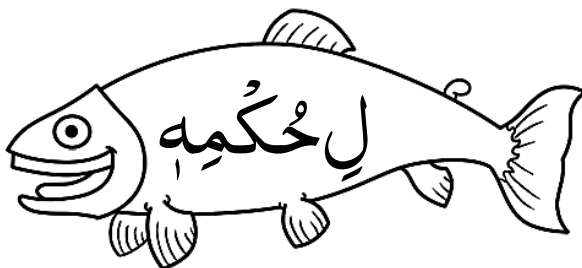
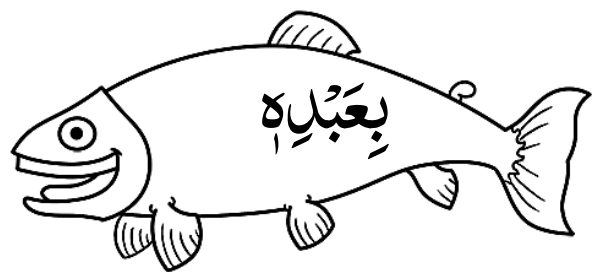
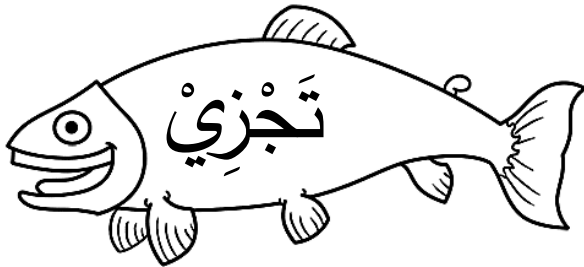
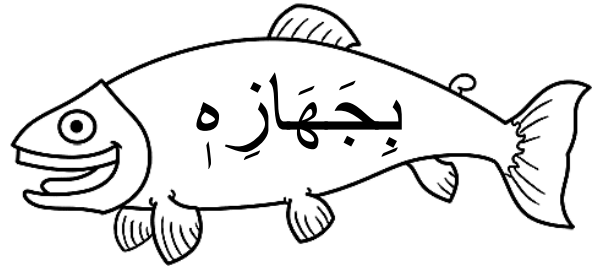
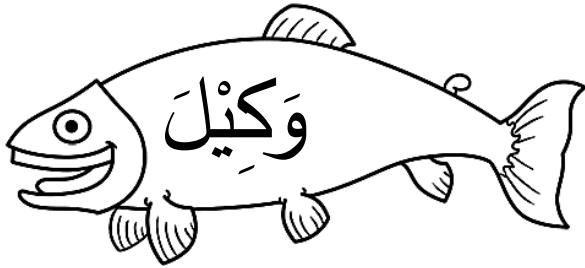
UNDERSTANDING THE HURUUF-AL-ILLAH (YA MADDIYA)

Explain to the student how a long word is built up and how to join. Special attention should be given to the place where the long vowels are and you have to ensure that they stretch where necessary.



LONG VOWEL: YA MADDIYA TYPE 1 & 2 (MIXED)EXERCISE 57: READING

أَرْضِهِ	بِمُزْحَزِحِهِ	بِهِ
نُتْمِي	إِلْفِ	سَبِيلِهِ
لِكِ	كِي	هَذِهِ
أَيْتِهِ	بِيَدِهِ	
رِسَالَةٍ	خَلِدِنَ	رِسَالَتِ
SHORT VOWELS	اِ	هِي
LONG VOWELS	اِ	هِي
عَلِمَنَ	كَرِيمُ	نَذِيرُ

LONG VOWEL: YA MADDIYAEXERCISE 58: READING and COLOURING

THE LONG VOWEL DHAMMA

(WAW MADDIYA) TYPE 1 & 2

A long vowel Dhamma is written as a 'waw with a sukun' that is joined to the end of a letter or an inverted dhamma (like the number 6) above a letter.

The waw maddiya lengthens the letter with a dhamma to 2 harakaat (equals to about 2 U's or a 2 second stretch); sounding like 'oo' eg full to fool.

WAW MADDIYA

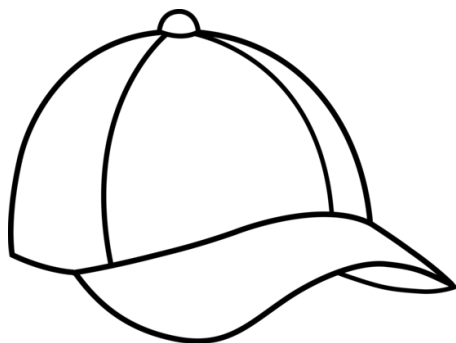
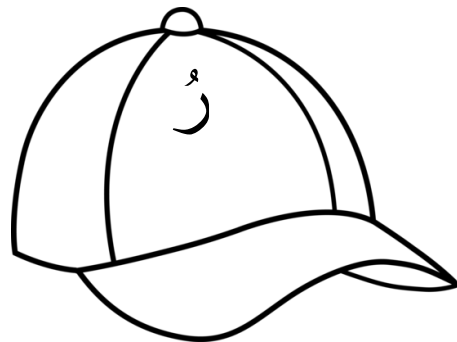
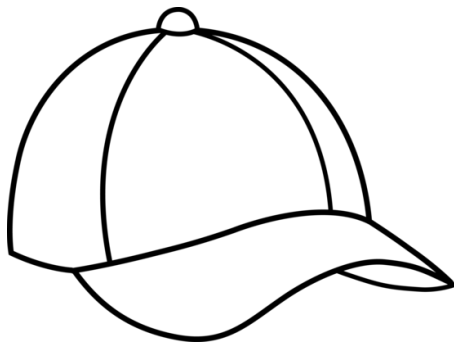
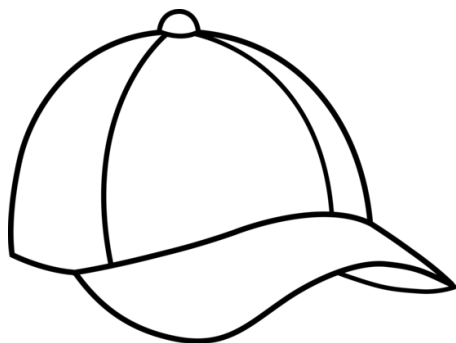
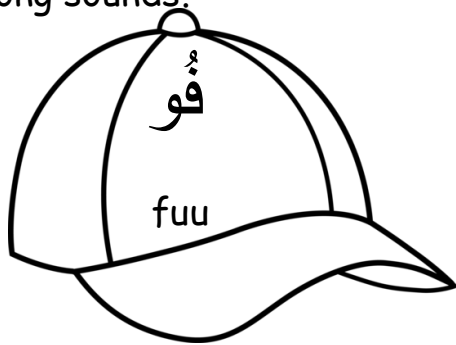
SAMPLE OF LONG VOWELS TYPE 1 & TYPE 2

<u>Inverted Dhamma</u> <u>Long vowel Type 2</u>	<u>Waw with a Sukun</u> <u>Long vowel Type 1</u>	<u>Waw Sukun</u>	<u>Letter with vowel</u>
ب	بُ	←	ب + و
buu	buu		
ج	جُ	←	ج + و
juu	juu		

The long vowels of type 1 and type 2 can be written in either way. The student should be made to understand that there is no difference in pronunciation of these letters and the elongation is the same.

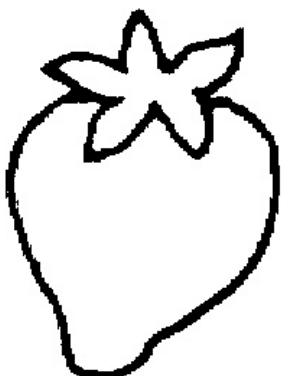
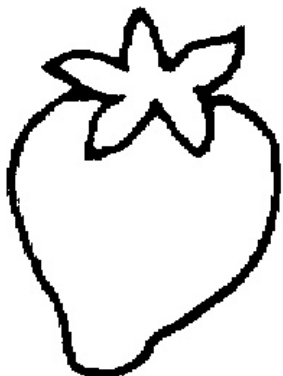
HURUUF-AL-ILLAH: LONG VOWELS**EXERCISE 59: WRITING and COLOURING**

When a Waw is added to a letter with a Dhamma, the sound is elongated (a 2-second stretch). Change the Dhamma letters, into long sounds.



HURUUF-AL-ILLAH: LONG VOWELSEXERCISE 60: WRITING and COLOURING

When an inverted Dhamma is written above a letter, the sound is elongated (a 2-second stretch). Change the Dhamma letters, into long sounds.



LONG VOWEL: WAW MADDIYA TYPE 1 & 2EXERCISE 61: READING

WAW MADDIYA - TYPE 2	WAW MADDIYA - TYPE 1
يِرَّةُ	يِرْهُوُ
دَاوَدَ	دَاوُودَ
أَمْرُحُ	أَمْرُحُوُ
دَاوُدُ	دَاوُودُ
سُبْحَانَهُ	سُبْحَانَهُوُ
يَلُونِ	يَلُونُ
وَرِيَّ	وَرِيَّوُ
غَاوِنَ	غَاوُونُ

LONG VOWEL: WAW MADDIYA TYPE 1EXERCISE 62: READING

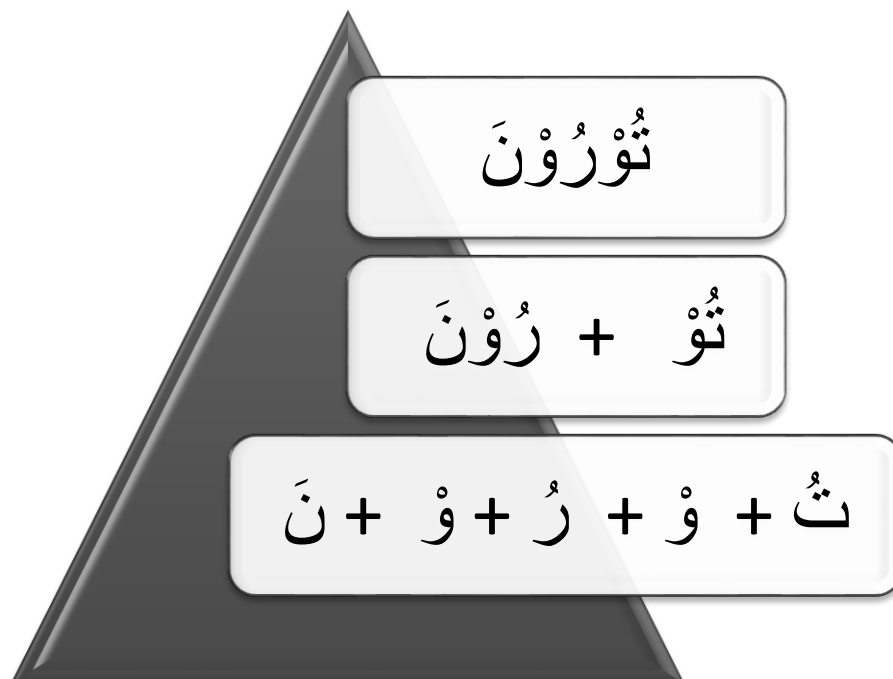
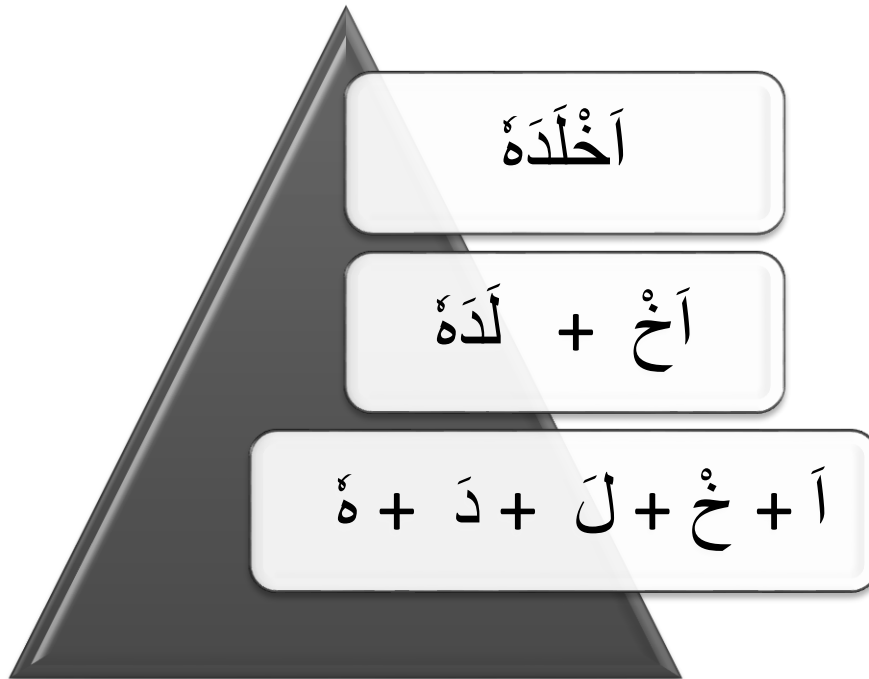
أُو	بُو	تُو	تُو	جُو	حُو
خُو	دُو	دُو	زُو	زُو	زُو
ظُو	سُو	شُو	صُو	صُو	طُو
عُو	غُو	فُو	قُو	كُو	لُو
وَجُوهُ	أُوْتِي	تُوْرُونَ			
زُوْرَ	لَذُوْ	دُوْلَةَ	حُوْرَ		
صُوْرٍ	وَطُوْرٍ	أَعُوْدُ	تَقُوْرُ		

LONG VOWEL: WAW MADDIYA TYPE 2EXERCISE 63: READ

يِرَهُ	كِتَبَهُ	مَالَهُ	غَاوْنَ	تَلَوْنَ
خُوْخُ	بُوْبُ	بُ	أُوْ	رَسَلُهُ
هُوْهُ	شُوْ	شُ	مُوْ	لُوْ
كِتَبَهُ	وَرِيْ	يِرَهُ	جَحْرَهُ	لَهُ
مَالَهُ	سُبْحَنَهُ	دَاوَدَ	غَاوْنَ	
أَخْرَجَ	رِيْزُقَهُ	يَلَوْنَ	أَخْلَدَهُ	
نُوْرَهُ	مَوْعِدَهُ	كِتَبَ	أَقْبَرُ	

UNDERSTANDING THE HURUUF-AL-ILLAH (WAW MADDIYA)

Explain to the student how a long word is built up and how to join. Special attention should be given to the place where the long vowels are and they have to ensure that they stretch where necessary.



LONG VOWEL: WAW MADDIYA TYPE 1 & 2 (MIXED)EXERCISE 64: READ

مَمَّنُنْ	فِيهِ قُلُوبِ
أَمْرُخْ	مَشْهُودِ يَكُونُ
نُورُهُ	نُوحُ مَوْقُوفُونَ
مَالَهُ	زَيْتُونِ يَوْمِنُونَ
تُبُورِ	قُعُودِ شُهُودِ
غَاوِنَ	يَضْمِنَ سَاهُونَ
مَوْعِدَهُ	يَقُولُونَ

LONG VOWEL: WAW MADDIYAEXERCISE 65: READING and COLOURING

EXERCISE 66: READING LONG VOWELS

بَا	بُؤَا	بِي	بَا	تُؤَا	تِي
پَا	پُؤَا	پِي	پَا	تُؤَا	تِي
خَا	خُؤَا	خِي	خَا	رُؤَا	رِي
زَا	زُؤَا	زِي	زَا	طُؤَا	طِي
ظَا	ظُؤَا	ظِي	ظَا	فُؤَا	فِي
هَا	هُؤَا	هِي	يَا	يُؤَا	يِي
ءَا	أُؤَا	إِي	جَا	جُؤَا	جِي
دَا	دُؤَا	دِي	ذَا	ذُؤَا	ذِي
سَا	سُؤَا	سِي	شَا	شُؤَا	شِي
صَا	صُؤَا	صِي	ضَا	ضُؤَا	ضِي
غَا	غُؤَا	غِي	غَا	غُؤَا	غِي
قَا	قُؤَا	قِي	كَا	كُؤَا	كِي
لَا	لُؤَا	لِي	مَا	مُؤَا	مِي

EXERCISE 67: READING LONG VOWELS

ا ا ي ي ي ي
 ء ء و و و و
 اِلْفِ هَذِهِ اَيْتِهِ بِيَدِهِ صَاحِبَتِهِ
 يَرَهُ وِرِّي كِتْبَهُ غَاوَنَ دَاوُدَ
 عَلِي اِلَى اُوَى فَهَدَى اَعْنَى
 يَحْيَى تَرْضَى مِائَةً وَاَنَا مِنَ الْاُوَلَى

EXERCISE 68: JOINING LONG VOWELS

شِ + ي = شِي = شِ

مَج + و = مَجُو = مَج

لَقَ + ا = لَقَا = لَقَ

بِ

مَا

سَ + ا

نَ

سَا

مَ + ا

سِ

بُو

لُ + و

مَ

لُو

بِ + و

LONG VOWELEXERCISE 69: READING

كَمَا	عَاشَ	قَضَا	خَابَ	قَبَا
قَابَ	عِشَا	ذَكََا	رَضَا	ذَاكَ
خَلَقَ	خَالِقُ	بَلَغَ	بَالِغُ	مَالِي
نَارِي	بَاقِي	ذَاتِي	عَالِي	خَالِي
هَادِي	قُولِي	قَالُو	مَاتُو	قُلُوبُ
نُورِي	رَعُوفُ	أَلَا	يَقُولُ	عَزِيْزُ
أُمْلِي	أَمْرِي	خَلُو	غَدُو	عَلُو

LEEN LETTERS (LAYYINAH)

DIPHTHONG - LEEN LETTERS

A diphthong is the term for a vowel sound that is created by two vowels working together. There is only one sound, but two vowels are used to make the sound. Some describe the sound as "gliding" from one of the vowels to the other without separating the sound.

THE LEEN RULE consists of Waw Leen and Ya Leen

- a.) Waw Leen - When و° (Waw Sukun) is preceded by a letter with a Fat-ha
OR
When there is a letter with Fat-ha "a" and the next letter is Waw (with or without a Sukun), it produces "au" sound.
This is called "Waw Leen" or "Soft Waw".
- b.) Ya Leen - When ي° (Ya Sukun) is preceded by the letter with Fat-ha
OR
When there is a letter with Fat-ha "a" and the next letter is Ya Sakin, it produces "ay" sound.
This is called "Ya Leen" or "Soft Ya".

HUROOFUL LEEN

- 1.) Two letters, **Waw**, and **Yaa** are called Hurooful-Leen

These letters are considered Hurooful-Leen when:

Waw Sakin has a **Fat-ha** on the letter before it

(Example: Baw **بَوّ**)

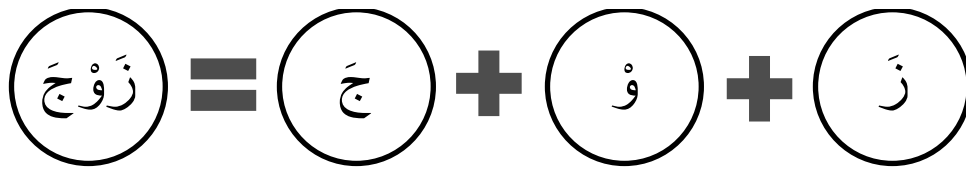
Yaa Sakin has a **Fat-ha** on the letter before it

(Example: Bay **بَيّ**)

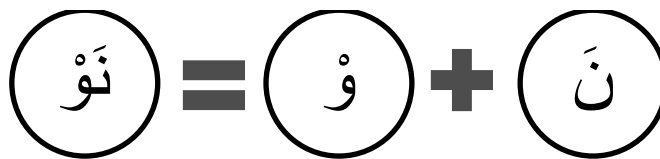
- 2.) Hurooful-Leen should be read quickly and in a soft tone.
- 3.) Hurooful-Leen should **ALWAYS** be read Ma'roof and not Majhool.
- 4.) Hurooful-Leen should be read smoothly without a jerk.

DIFFERENT SOUNDS (WAW SUKUN WITH A FAT-HA)

A 'Sukun' on the letter Waw after a letter with a Fat-ha, produces the sound 'aw' as in: now, how, cow, waw. **EXAMPLE:**

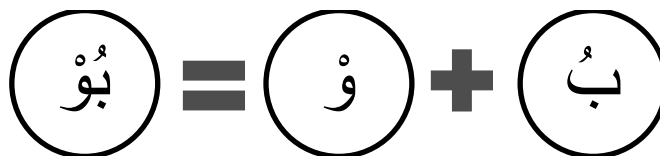


Zawja	=	ja	+	w	+	za
-------	---	----	---	---	---	----



Now	=	w	+	na
-----	---	---	---	----

However if there is a Dhamma on the letter before the Waw with Sukun, then it elongates into a long vowel, as in boo, foo, moo, soo, etc. Remember Kasra does not appear on a letter before Waw.



Buu	=	u	+	bu
-----	---	---	---	----

Below are some examples of Waw Sukun with a Fat-ha before it and Waw Sukun with a Dhamma before it. Compare the two and explain to the student the difference in their pronunciation.

مُو	مَوَّ	طُو	طَوَّ	أُو	أَوَّ
Muu	Maw	Too	Taw	Uoo	Aw

WAW SUKUN WITH A FAT-HA BEFORE ITEXERCISE 70: READINGPARENTS /TEACHERS NOTE:

Remind the child that there is **NO** pull or 2-second stretch in the WAW SUKUN WITH A FAT-HA before it.

شَوْ	سَوْ	خَوْ	دَوْ	ذَوْ	رَوْ	زَوْ
عَوْ	غَوْ	فَوْ	قَوْ	كَوْ	لَوْ	صَوْ
نَوْ	هَوْ	وَوْ	يَوْ	ظَوْ	ثَوْ	مَوْ
زَوْجَ	تَوْبَةَ	رَوْحَ	أَوْهَنَ			
غَوْرَ	هَوْنَ	نَوْمَ	صَوْمَ	لَوْمَةَ		
سَوْفَ	لَوْحَ	قَوْلَ	سَوْطَ	يَوْمَ		
قُبُورَ	تَتُوبُ	حَوْلَ	فَوْقَ			
يَصُومُ	أَوْزَنُ	يَدُورُ	تَرُوحُ			

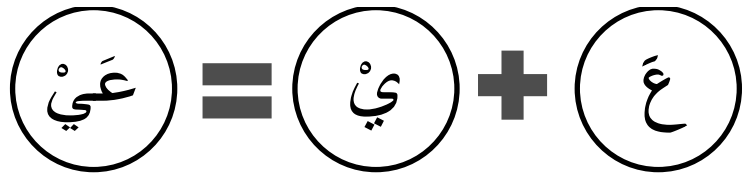
EXERCISE 71: WAW SUKUN WITH A FAT-HA BEFORE IT

أَوْهَنَ تَوْبَةً حَوْلَهُ خَوْفٍ رَوْحٍ
 نَزُوجًا سَوْفَ غَوْرًا فَوْتٍ يُقَوْمِ
 كَوَثَرَ لَوْمَةً مَوْتِهَا نَوْمٌ هَوْنًا
 يَوْمَ يَرُونَهَا يَوْمَئِذٍ أَوْتَادًا عَفْوَنَا
 سَوْطَ قَوْلٍ لَوْجٍ صَوْمًا

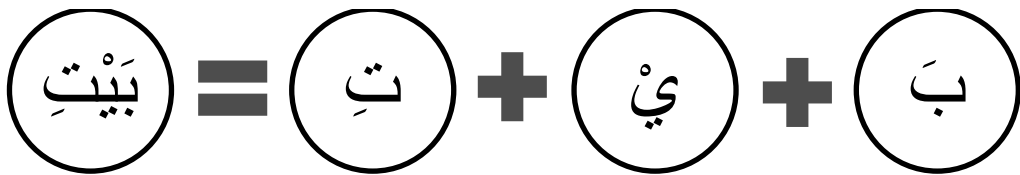


DIFFERENT SOUNDS (YA SUKUN WITH A FAT-HA)

A 'Sukun' on the letter Ya after a letter with a Fat-ha produces the sound 'ay' as in say, Bei, May, etc. **EXAMPLE:**

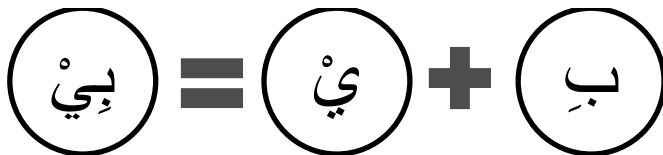


Ay = y + a



Bayti = ti + y + ba

However, if there is a Kasra on the letter before the Ya with Sukun, then it elongates into a long vowel as in: bit to beet, fit to feet, etc. Remember, Dhamma does not appear on the letter before Ya Sukun.



Bii = i + bi

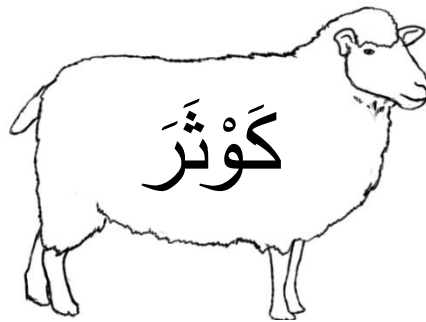
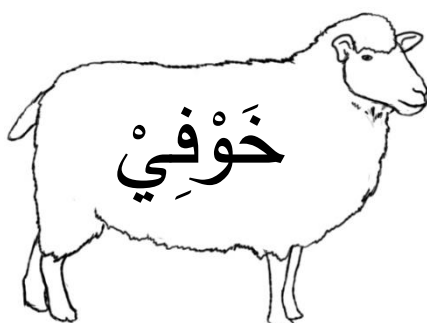
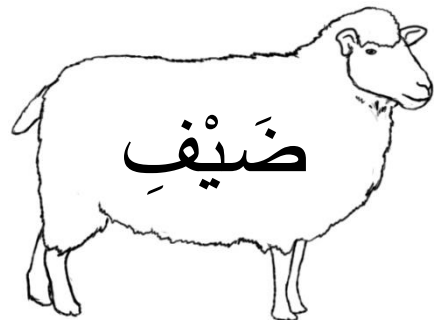
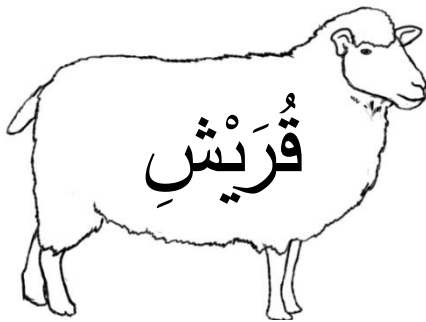
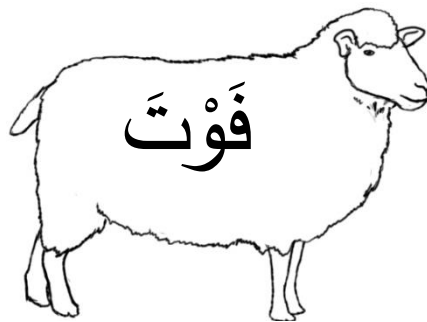
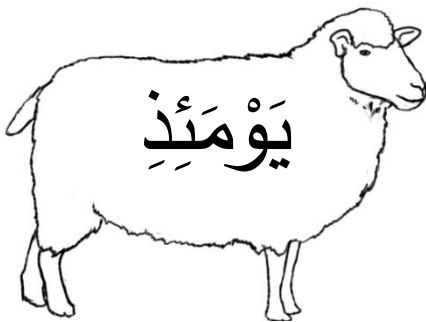
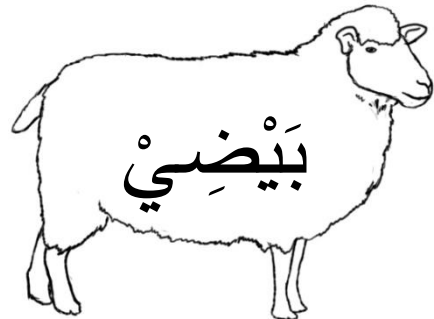
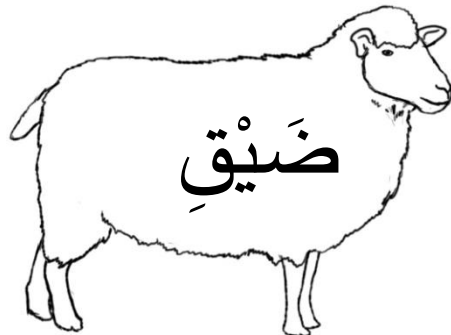
Below are some examples of Ya Sukun with a Fat-ha before it and Ya Sukun with a Dhamma before it. Compare the two and explain to the student the difference in their pronunciation.

كِي	كَي	فِي	فَي	إِي	أَي
Kii	Kai	Fii	Fai	Iii	Ay

YA SUKUN WITH A FAT-HAEXERCISE 72: READINGPARENTS /TEACHERS NOTE:

Remind the child that there is **NO** pull or 2-second stretch in the YA SUKUN WITH A FAT-HA before it.

خَيِّ حَيِّ أَيِّ بَيِّ تَيِّ تَيِّ جَيِّ
قَيِّ كَيِّ لَيِّ يَيِّ غَيِّ فَيِّ عَيِّ
وَرَدَيِّ أَيْنَ بَيْتِ حَيْثُ خَيْرُ
لَيْلِ صَيْفِ بَدَيْنِ شَيْبِ
بَيْتِي قَدَمِي غَيِّ عَيْنُ طَيْرُ
كَيْدَ لَيْتَ مَيْتَ وَئِلُّ هَيْتَ
إِسْمِي جَيْبِ لَيْسَ رَبِّبِ
وَجْهِي رَأْسِي دِيكِي كَلْبِي

WAW SUKUN AND YA SUKUN WITH A FAT-HA BEFORE THEMEXERCISE 73: READING and COLOURING

EXERCISE 74: READING YA SUKUN WITH A FAT-HA

آيْنَ بَيْتِ اَتَيْنَا حَيْثُ خَيْرٌ بِدَيْنِ
 قُرَيْشٍ زَيْتُونِ شَيْءٍ صَيْفِ صَيْفِ
 طَيْرًا عَيْنُ غَيْرِ كَيْدًا يَلِيَّتْ مَيْتًا
 وَيْلٌ هَيْهَاتَ ضَيْقِي رَبِّ لَيْسَ
 هَدَيْنَا بَنِينَ عَيْنَيْنِ بَيْنَهُمَا



EXERCISE 75: READING AND JOINING

قَلْبَيْنِ	قَهْمٌ	أُقْ
أُقِسِمُ	بَيْنِ	فَقَوْ
فَوْقَهُمْ	هَقُّ	وَسَ
وَسَطُنْ	سِمُ	تَرُّ
تَرَهُقُ	طَنْ	قَلْ

Dotted lines connect the following words in a zig-zag pattern: قَلْبَيْنِ to أَقِسِمُ, أَقِسِمُ to هَقُّ, هَقُّ to سِمُ, سِمُ to قَهْمٌ, قَهْمٌ to أَقْ, أَقْ to فَوْقَهُمْ, فَوْقَهُمْ to وَسَ, وَسَ to تَرُّ, تَرُّ to قَلْ, قَلْ to وَسَطُنْ, وَسَطُنْ to تَرَهُقُ, تَرَهُقُ to بَيْنِ, and بَيْنِ to قَهْمٌ.

SIMILAR (MA'RUUF) & DIFFERENT (MAJHUUL) SOUNDS

<u>MA'RUUF</u> <u>(SIMILAR SOUND)</u>	<u>PROLONG A LITTLE (2 SECOND STRETCH)</u>
Alif preceded by a letter bearing Fat-ha	بَا تَا لَا مَا سَا جَا وَا
	Waa Jaa Saa Maa Laa Taa Baa
Yaa preceded by a letter bearing Kasra	بِي تِي فِي لِي سِي مِي
	Mii Sii Lii Fii Thii Bii
Waaw preceded by a letter bearing Dhamma	بُو حُو مُو دُو يُو قُو
	Quu Yuu Duu Muu Huu Buu
<u>MAJHUUL</u> <u>(DIFFERENT SOUND)</u>	<u>NOT TO PROLONG</u>
Waaw preceded by a letter bearing Fat-ha	بَو تَو سَو لَو كَو مَو
	Mau Kau Lau Sau Thau Bau
Yaa preceded by a letter bearing Fat-ha	بَي تَي نَي كَي مَي أَي حَي
	Hai Ai Mai Kai Nai Bai

EXERCISE 76: READING

قَوْمِي	عَيْدِي	رُوحِي	دِينِي
كَيْدِي	ضَيْفِي	تَدْعُو	يَرْجُو
نَبْلُوكُمْ	يَعْفُو	أَنْتَ	تَتَلَوُ
لَسْتُ	بَطْشَ	بَعْدَ	نَحْنُ
أَخْرَجَ	أَغْطَشَ	أَرْسَلَ	أَلْهَمَ
يَحْسَمَ	رَفَعْنَا	يَحْسَبُ	يُوسُوسُ
نَعْبُدُ	فَرَعْتَ	الْحَمْدُ	أَنْعَمْتَ

EXERCISE 77: READING

أَعْطَيْنَاكَ	أَنْزَلْنَاهُ	يَشْهَدُ	صَوْتٌ
رَأَيْتُ	يَشْرَبُ	نُصِبَتْ	تَعْرِفُ
بَيْنَاكَ	بِأَذْنِ	سُطِحَتْ	أَثَرَنَ
سَيَعْلَمُونَ	يَسْتَوْفُونَ	يَنْظُرُونَ	
مَوْجٌ	هَوَا	مَوْتٌ	عَوْنٌ
		رُؤْيَدٌ	

Parents / Teacher Note: The student should be fully confident with all the above, before you proceed. If necessary, do not hesitate in making them repeat the same, especially when there has been a study gap of some days between the readings. When a student finds it easy to read, their confidence is built and they look forward to the next chapter.

ALIF WITH A JAZM ا

Letters with Fat-ha, Kasra and Dhamma are sometimes accompanied by an Alif with a Jazm (Sukun). When this occurs, the word is read by giving it a small JOLT or JERK. The teacher/parent should read it out first and then ask the student to pronounce it.

EXAMPLE:

مَأْ	وَأْ	تَأْ	بَأْ
Ma'	Wa'	Ta'	Ba'

An IMPORTANT point to note here and bring to the student's attention is that when we pronounce the 'a' at the end of this word, it is a half 'a' with a small jolt, since it is an Alif with a Sukun, it should not be made to sound like a full 'a' as in Alif with a Fat-ha.

ALIF BEARING FAT-HA آ

An example that usually causes confusion is the joining of a Fat-ha letter with an Alif which has a sign. The difference here is that the Alif has a sign, therefore the Alif is no longer silent, and has to be pronounced fully.

EXAMPLE:

تَأْ	قَأْ	لَأْ	سَأْ	بَأْ
Ta a	Qa a	La a	Sa a	Ba a

UNDERSTANDING ALIF BEARING JAZM

IMPORTANT: Explain the following to the student before they begin reading. This explanation will clarify the subject to them. The teacher should pronounce the words in the example and explain the difference to the student.

Alif with a Sukun is known as Jazim Alif. It is pronounced with a jerk sound or a hiccup sound. **EXAMPLE:**

بَا	بَا	بَا
Ba a	Baa	Ba'a
2 Fat-ha letters with short vowels (short sound)	This is a Fat-ha letter with Alif Maddiya (Long vowel, 2-second stretch)	This is a Fat-ha letter with Jazim Alif (Jerk sound or hiccup sound)

Make sure the following are pronounced with a jolt or a hiccup sound.

بَاسَ	رَأْسُ	وَأْمُرُ
ba' sa	ru' su	wa' mur

EXERCISE 78: READING ALIF BEARING JAZM

يَأْتِمِرُونَ	يَأْخُذْكُمْ	يَأْفِكُونَ
تَأْتُونِي	تَأْوِيلُ	تَأْتِي
تَأْتُونِي	اتَّامِرُونَا	يَأْذَنُ
أَسَاتِمُ	يَأْتِيهِ	وَأْتُونِي
قَرَأْتُ	تَأْكُلُ	جِئْتُ

SIMILAR (MA'RUUF) & DIFFERENT (MAJHUUL) SOUNDS

If the vowel sign is consistent (harmonious and similar sound) with the Huruuf - al - Illah, its voice is called **Ma'ruuf** (active) and when the vowel sign with the Huruuf - al - Illah is not consistent (the voice changes and sounds different), its voice is then called **Majhuul** (passive).

Parents/Teacher's note: The children should be taught this pronunciation in a running manner without resorting to spellings. The English part can be covered with the hand and tested. When the child pronounces the correct sound, then reveal and show them that they are right.

EXERCISE 79: READING AYAH FROM THE HOLY QUR'AN

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ

"If you do good, you will do good for your own souls,

وَ إِنْ أَسَأْتُمْ فَلَهَا

And if you do evil, it shall be for it (your own soul)....." Qur'an (17:7)

يَعْلَمُ مَا بَيْنَ أَيْدِيهِمْ وَ مَا خَلْفَهُمْ

"He knows what is before them and what is behind them" Qur'an (2:225)

الْيَوْمَ يُجْزَوْنَ مَا كُنْتُمْ تَعْمَلُونَ

"This day (of judgement) you shall be rewarded for what you did"
Qur'an (45:28)

لَكُمْ دِينُكُمْ وَ لِي دِينِ

"For you, your religion and for me, my religion" Qur'an (109:6)

وَ إِذَا مَرِضْتُ فَهُوَ يَشْفِينِ

"And when I am sick, then He heals me" Qur'an (26:80)

وَ دَاوُدَ وَ سُلَيْمَانَ إِذْ يَحْكُمُونَ

"And Dawud and Sulayman, when they were judging....." Qur'an (21:78)

وَ مَنْ عِنْدَهُ لَا يَسْتَكْبِرُونَ

"And those who are with Him are not proud

عَنْ عِبَادَتِهِ وَ لَا يَسْتَحْسِرُونَ

to worship Him, nor do they get tired" Qur'an (21:19)

قَالَ أَمَنْتُمْ لَهُ قَبْلَ أَنْ أَدْنِ لَكُمْ

"He (Firawn) said (to his magicians): What! You believe in Him (Allah) before I give you permission?....." Qur'an (26:49)

قَالَ بَلْ فَعَلَهُ كَبِيرُهُمْ هَذَا

"He (Ibrahim) said: But this the biggest of them (of the idols) has done it;

فَسَأَلُوهُمْ إِنْ كَانُوا يَنْطِقُونَ

So question them if they can speak....." Qur'an (21:63)

H A M Z A - ء





Hamza is regarded as part of Alif  . It can also be written separately without Alif, but is always pronounced as Alif.

There are many ways in which we can write Hamza, as it appears in many forms. Below are some examples of the way Hamza can be written. Remember all of these letters are Hamza.

ء	Hamza on its own
أ	Hamza seated on the Alif
إ	Hamza under the Alif
ؤ	Hamza seated on the Waw
يأ	Hamza seated on the Ya
لاأ	Lam and an Alif with the Hamza seated on the Alif
لاإ	Lam and an Alif with the Hamza seated under the Alif
ئا	How Hamza appears when it is joined to other letters
أ	Hamzatul Wasl

THE 2 TYPES OF HAMZA

Hamza ء does not change its form. It does not join to any letters and neither can it be joined to, by any of the letters. In most cases the Hamza needs a carrier (chair to sit on - also known as the seat of Hamza). In phonetic Arabic, there are 2 kinds of Hamza.

<u>2.) HAMZATUL WASL</u>	<u>1.) HAMZATUL QAT'AA</u>
	
<p>Known as the Joining Hamza or Aliful Wasl</p> <p>It can be represented by only the Alif letter (with or without the half saad on top of it)</p>	<p>Known as the Cutting Hamza or Normal Hamza</p> <p>It can be represented by all these letters below.</p>
	
<p>The Hamzatul Wasl can only appear at the beginning of words</p>	<p>The Hamzatul Qat can appear at the beginning, middle or end of a word</p>
<p>1.) This Hamza appears in the definite article اَلْ (which means 'the')</p> <p>2.) It appears in some irregular nouns.</p> <p>3.) It appears in some imperative verbs (an order)</p> <p>4.) And there are some exceptions where it appears.</p>	<p>1.) This Hamza can carry all the short vowels of Fat-ha, Kasra and Dhamma.</p> <p>2.) It can also carry the Sukun.</p> <p>3.) The plain ء can also carry the Tanween.</p>
	

1.) HAMZATUL QAT - THE CUTTING HAMZA

Any letter with the short vowel of Fat-ha, Kasra or Dhamma followed by a Hamza with a Sakin, is cut or jolted when pronounced. We call this a JOLT OR HICCUP SOUND. The vowel sound is CUT to half its length.

This hamza is known as 'Hamzatul Qat' or the 'cutting hamzah'

EXAMPLE:

HOW TO PRONOUNCE	ARABIC
Ba'a	بَا
Bi'i	بِي
Bu'u	بُو

يَأْمُرُونَ

Ya'a muroona - The 'alif' does not lengthen the letter

'ya' to a 'yaa'. Instead, because of the 'hamza', it produces a short jolt, ya'a

يُؤْمِنُ

Yu'u minu - The 'waw' does not lengthen the letter 'yu' to

a 'yoo'. Instead, because of the 'hamza', it produces a short jolt, yu'u

Sometimes the 'hamza' is not written above the Alif. Only a sukun is written. The hiccup / jolt sound will still be pronounced.

qa ra'a tu	قَرَأْتُ
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Teacher/ Parent Note: To make the student understand the above concept better, let them read and compare the letters below. Point out to them the difference in recitation. Ensure that the long vowel is elongated to 2 harakaat only (a pull or stretch of 2 seconds).

Short vowels and Hamza with a sukun	Short vowels and long vowels		Short vowels and Hamza with a sukun	Short vowels and long vowels
تَأْ	تَا		بَأْ	بَا
Ta'a	Taa		Ba'a	Baa
سِئْ	سِي		جِئْ	جِي
Si'i	Sii		Ji'i	Jii
مُؤْ	مُو		فُؤْ	فُو
Mu'u	Muu		Fu'u	Fuu

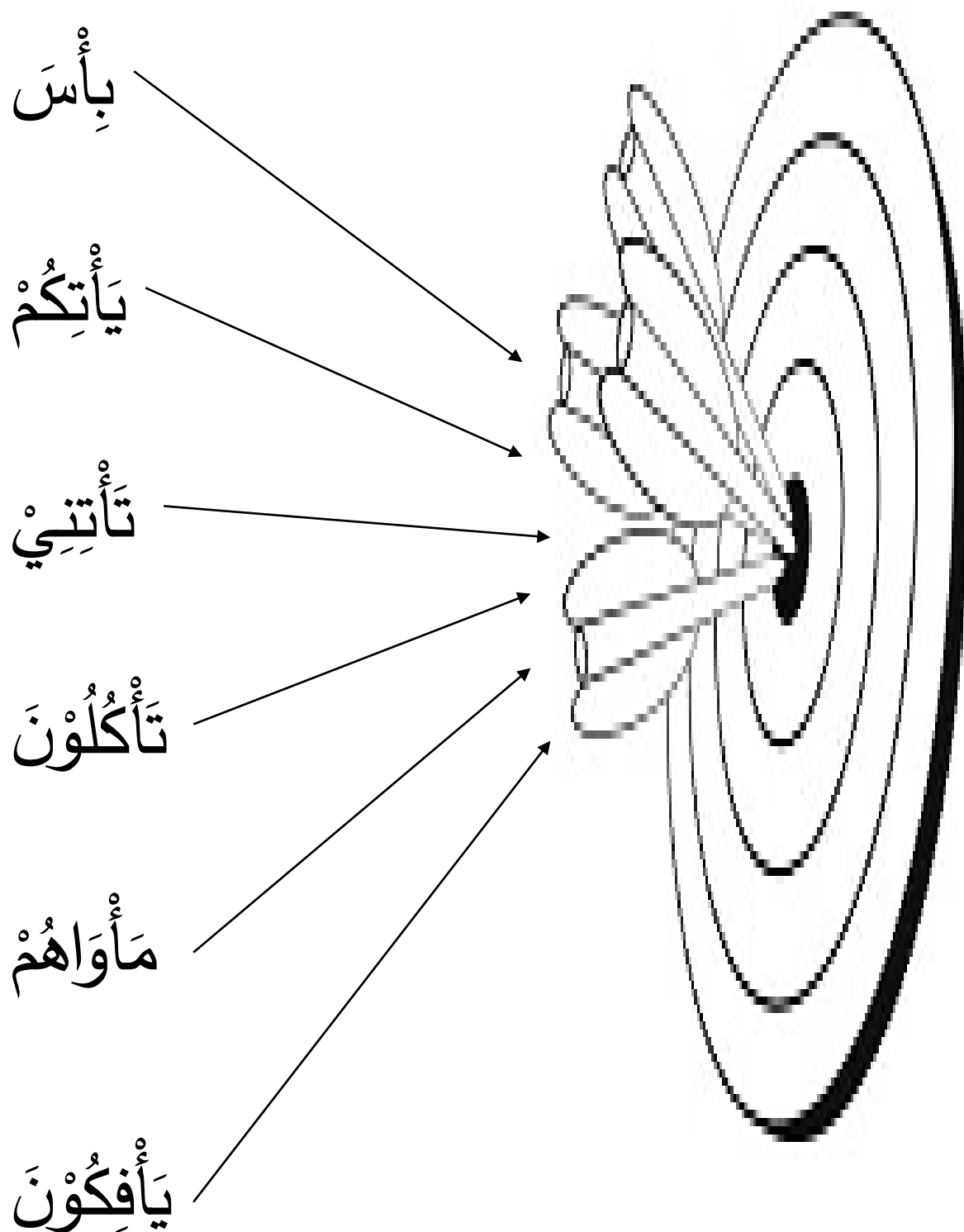
HAMZA: THE HICCUP SOUND**EXERCISE 80: READING****PARENTS/TEACHERS NOTE:**

Remind the student to make a jerk sound, when they see the Hamza with Sukun and to stretch where there is a long vowel.

تَأْوِيلُ	قَرَأَتْ	شَأْنُ
يُؤْمِنُ	وَأَمْرُ	شِئْتُ
رَأْسُ	يَأْتَمِرُونَ	تُؤْتِرُونَ
يَأْخُذْكُمْ	اتَأْمُرُونَا	جِأْتُ
يَأْذَنُ	يَأْتِ	أَسَأْتُكُمْ
كَذَابِ	مَأْكُولِ	يُؤْتُونَ
نَأْتِ	يَأْبِ	يَأْتِ

HAMZA: THE HICCUP SOUND

EXERCISE 81: READING - Please remind the student to make a jerk sound when they see the Hamza with Sukun and to stretch where there is a long vowel.



2.) HAMZATUL WASL - THE JOINING HAMZA

This **أ** will only be pronounced with the sound 'a' if there is nothing before it. It appears only at the beginning of words. Further details of Hamzatul Wasl are discussed in depth in the Tajweed manual.

بِ + إِسْمٍ = بِإِسْمٍ	وَ + الَّذِي = وَالَّذِي
Bismi = ismi + bi	Wal lazi = al lazii + wa
Notice how the Alif of Hamzatul Wasl is skipped and the Ba is JOINED to the Sin to make Bismi	Notice how the Alif of Hamzatul Wasl is skipped and the Wa is JOINED to the Lam to make Wal lazi

EXERCISE 82: READING WORDS WITH HAMZA Remember there is no jolt or hiccup sound as there is no Sukun on the Hamza

جَاءَ	مَاءٌ	بِنَاءٌ	سَمَاءٌ	شَيْءٌ
بُكَاءٌ	دُعَاءٌ	بَيْضَاءٌ	سَوْدَاءٌ	
حَمْرَاءٌ	زَرْقَاءٌ	تَسَاءَلٌ	تَشَاءَمٌ	
hamraa oo	zarqaa oo	tasaa ala	tashaa ama	

READING THE HAMZAEXERCISE 83: HAMZA WITH ALIF

قَرَأَ	بَدَأَ	أَخَذَ	أَمَرَ	نَشَأَ
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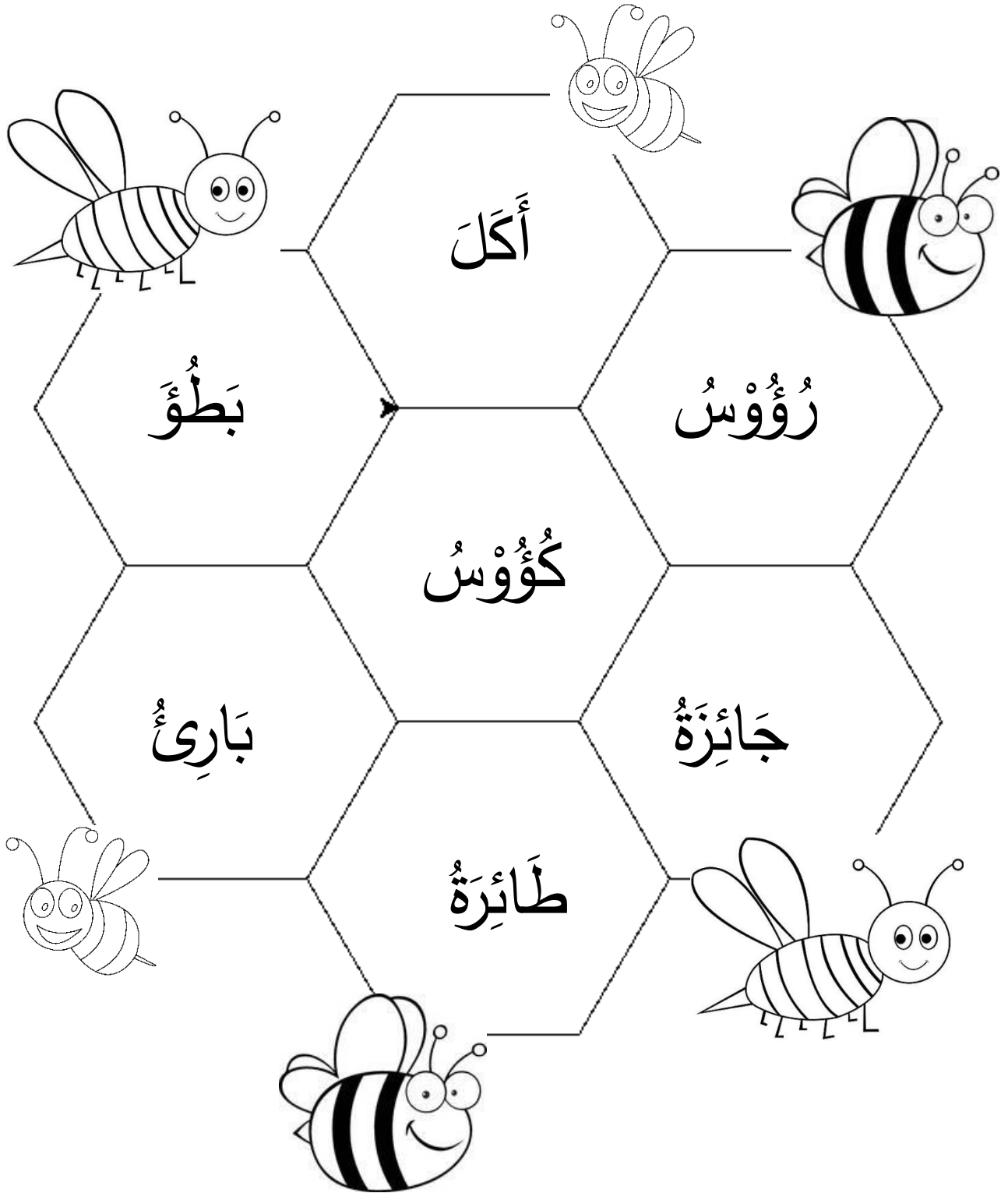
EXERCISE 84: HAMZA WITH WAW

دَفَوَّ	جَرَوَّ	وَضَوَّ
سُؤَالَ	مَوْوَنَةً	بُؤُوءُ
فُؤَادُ	مُؤْمِنُ	لُؤُوءُ

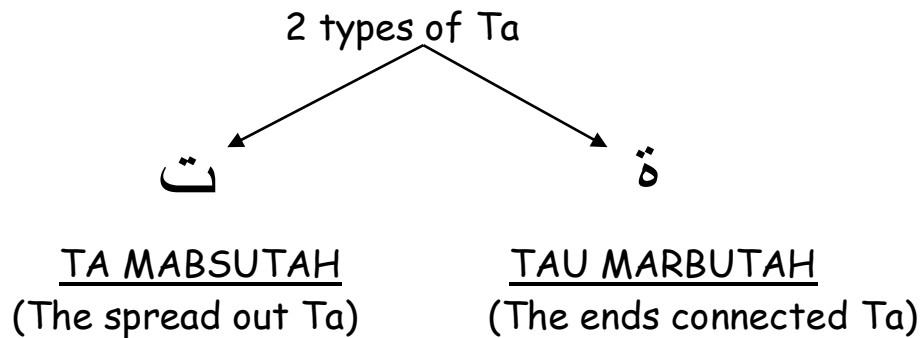
EXERCISE 85: HAMZA WITH YA

خَطِيئُ	صَدِيئُ	سَائِلُ
حَائِطُ	فَائِزَةٌ	بَائِسَةٌ
زَيْفُ	رِيئَةٌ	ذِيَابُ
		وَيَامُ

EXERCISE 86: READING WORDS WITH HAMZA and COLOURING



TAU MARBUTAH (THE CONNECTED TAA) ة



When the letter ت is folded up or fastened together, it forms the letter ة which is known in Arabic, as the Tau Marbutah or Fastened Taa. Both these letters, sound the same. The ة is an encircled ت which:

- 1.) Only appears at the end of a word.
- 2.) It only appears with nouns.
- 3.) It denotes the feminine gender of a noun. EXAMPLE:

عَالِمٌ عَالِمَةٌ

4.) It is pronounced like a normal ت except during waqf (pause, stop) when the ت (ta) sound is converted to a ه (ha) sound. (Notice the ه (ha) is a ة (tau marbutah) without the 2 dots at the top). EXAMPLE:

الْقَارِعَةُ = الْقَارِعَةُ

Like ت , the ه can also be written in fastened form. It is joined to letters that accommodate Tau Marbutah. EXAMPLE:

كَنْزُهُ	لُهُ	عَنْهُ	رَبُّهُ	قَلَمُهُ
kanzuhu	luhu	anhu	rabuhu	qalamuhu

Tau Marbutah is written in 2 ways:

JOINED TO THE LETTERS BEFORE IT:

بَةٌ	تَةٌ	جَةٌ	سَةٌ	كَةٌ	نَةٌ
------	------	------	------	------	------

NOT JOINED TO THE LETTERS BEFORE IT:

أَةٌ	دَةٌ	ذَةٌ	رَةٌ	زَةٌ
------	------	------	------	------

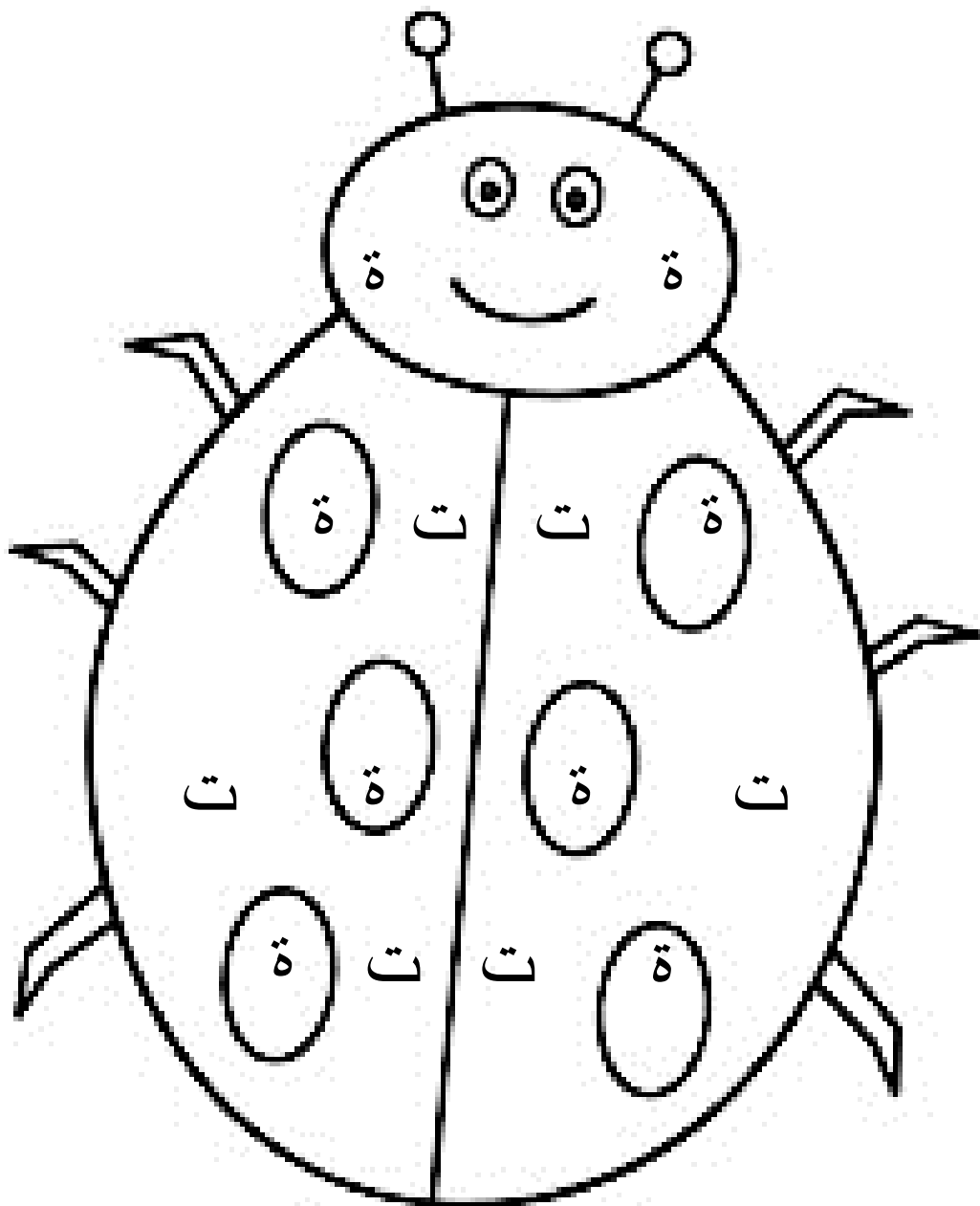
EXERCISE 88: READING WORDS WITH TAU MARBUTAH

مَدْرَسَةٌ	فُرْشَةٌ	بَطَّةٌ	سَمَكَةٌ
نَمْلَةٌ	سَاعَةٌ	شَاةٌ	أَمْرَأَةٌ
وَرْدَةٌ	نَافِذَةٌ	كُرَةٌ	مَوْزَةٌ

EXERCISE 89: TA MABSUTAH AND TAU MARBUTAH

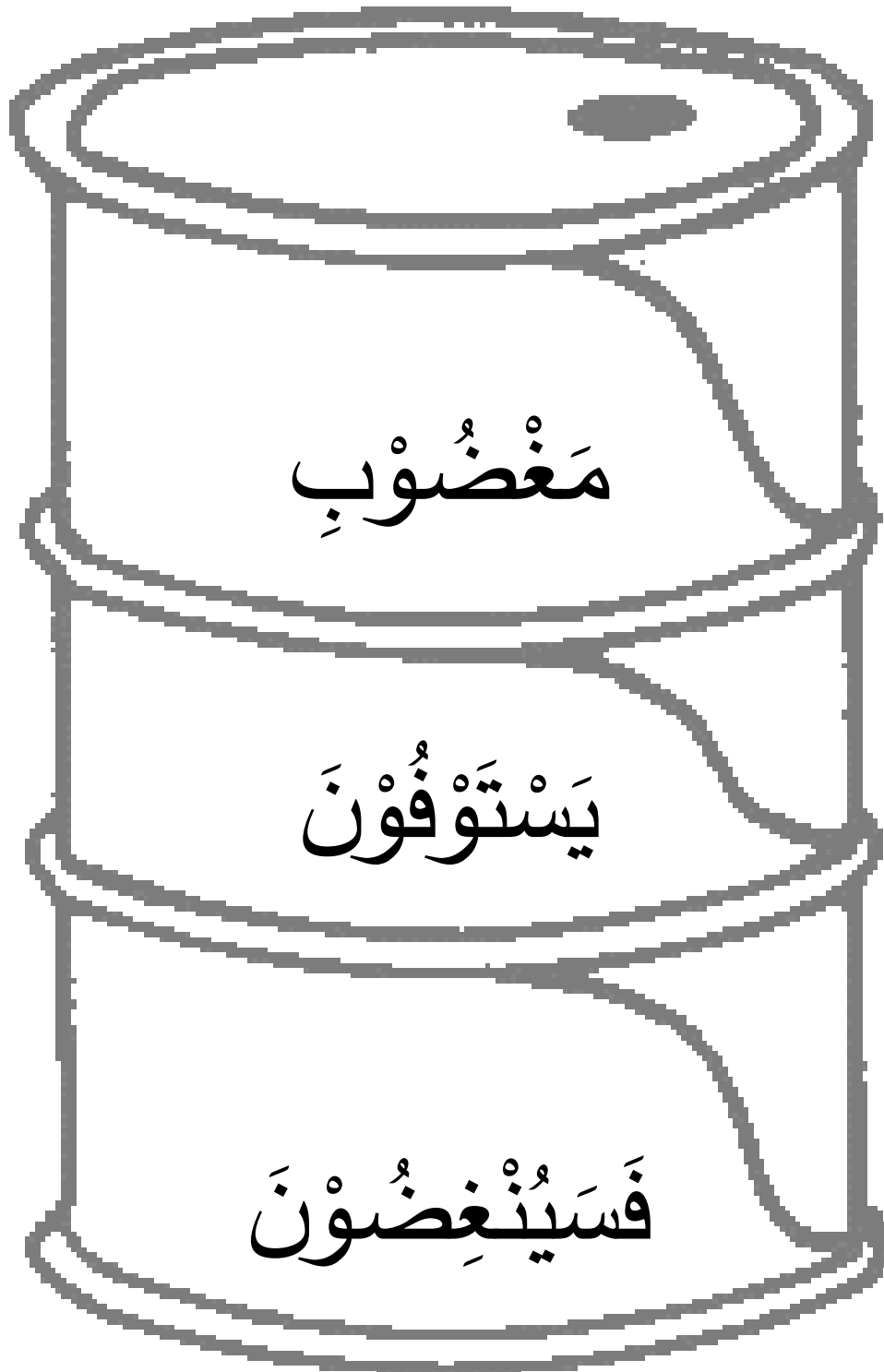
COLOURING: Colour the Ladybird below according to the letters in the table below.

TA MABSUTAH (ت)	TAU MARBUTAH (ة)
RED / AHMAR	BLACK / ASWAD



EXERCISE 90: COLOUR AND PRACTICE READING

Read the following words by carefully connecting the letters.



WHAT WE HAVE LEARNT IN CLASS FIVE

PRACTICE OF FAT-HA, KASRA, DHAMMA, SUKUN, LONG VOWELS, HAMZA and TAU MARBUTA.

All the sounds and rules covered so far have been put together into the next exercises. Make sure the long vowels are elongated to the correct length and the hiccup sounds are pronounced correctly. Repeat this exercise as many times as necessary to improve understanding, fluency and confidence of the student.

Teacher/ Parent Note: Exercise 90 brings us to the end of the Syllabus for Class Five. Try the Exercises 91 - 94 below and test the student to see if they have grasped all that has been taught so far.

Please ensure that the child is completely fluent and confident with every section of this book before proceeding to Class Six.

EXERCISE 91: REVISION OF CLASS FIVE

قَاعِدَةٌ	كُرْسِيٌّ	نَوَكْرٌ	قُلْفِيٌّ
أَمْرَتَسْرٌ	جُمَانِيٌّ	فَالُوْدَةٌ	خَرْبُوْرَةٌ
نُوْرُهُمْ	جَمَاعَتٌ	كَبُوْتَرٌ	مُنْشِيٌّ
أَبُوَيْهٌ	لِيُضِيْعٌ	بَيْنَكُمْ	تَبْتَغِيٌّ

EXERCISE 92: REVISION OF CLASS FIVE

فَهُوَ يَشْفِينَا	وَلَا يُبْصِرُ	مَا لَا يَسْمَعُ
لِلْخُرُوجِ	يُفْسِدُونَ	تَرَوْنَهُمْ
حُسْنَيْنِ	يَهْجَعُونَ	أَتَخَنَّتُمْوَهُمْ
بَيْنَنَا	أَفَعَيْنَا	تَسْءَلُ
رُءُوسُ	مُسْتَهْزِءُونَ	يَسْءَلُونَ
مُهْطِعِينَ	يَسُومُونَكُمْ	أَوْحِي
مُقْنِعِي	رُءُوسِهِمْ	يَسْتَعْجِلُونَكَ
مِنْ قَبْلِكُمْ	هَلْ يَسْمَعُونَكُمْ	لَمْ يَلِدْ وَلَمْ يُولَدْ
إِذْتَدْعُونَ	فَمَا فَوْقَهَا	قَدْ خَلَتْ
إِمْتَلَأَتْ	بِءَسَ	يَأْمُرُ
يَأْفِكُونَ	رُءْيَاكَ	تُبْنِمُ
		أَسَاتِمُ

EXERCISE 93: REVISION OF CLASS FIVE

تَحْيُونَ	تَمُوتُونَ	بَيْنَهُمَا
بَلْ أَكْثَرُهُمْ	لِمَا تُوْعَدُونَ	هِيَ هَات
وَأَعْلَمَ	يَعْتَذِرُونَ	إِلَيْهِمْ
فِيمَا كُنْتُمْ	تَكْتُمُونَ	مَا تُبْذُونَ
تَخْتَلِفُونَ	بَيْنَكُمْ	فِيهِ فَحُكْمٌ
تَعْمَلُونَ	مَا كُنْتُمْ	تُجْزُونَ
وَأَرْنَا مَنْا	قَالَ كَمَا بَشَّرْت	مَا ذَا يُنْفِقُونَ
إِذْ يَخْتَصِمُونَ	لَدَيْهِمْ	وَمَا كُنْتَ
بَلْ أَكْثَرُهُمْ	لَا يَعْلَمُونَ	وَلَا تَنِيَا فِي ذِكْرِي
لَا تَخَفْ وَلَا	تَحْزَنْ	لَكُمْ دِينُكُمْ
وَلِي دِينِ	وَيْسَ	ءَأُلُونَا
سِكَنَ	وَتُبَّ	عَلَيْنَا

EXERCISE 94: REVISION OF CLASS FIVE

بِهِ	بُهُ	بَهُ	بُهُ	بُهُ	بُهُ	لِذِ
تِرَ	فِرَ	فِرَ	خَهُ	خِي	ثِحَ	مُدِ
نِسَ	سِجَ	صُقَ	ضِكُ	عُفِ	عُنِ	
خَسِي	سَالَ	ذَكَرَ	نَظَرَ	سُطِحَ		
أَطْلَسَ	سَرْكَسَ	بَنَدَرَ	مَنْتَرَ	دَفْتَرَ		
خَلَقَتْ	أَفْسَرَ	شَبَنَمَ	قِسَمَتْ	خِدِمَتْ		
الْحَمْدُ	سَمِعِهِمْ	أَهْ	عَلِمْتُمْ	لِتَفْتَرِي		
ظَلَمْتُمْ	أَخْرَقَتْ	سَنُقْرِيكَ	نَشْرَحَ			
حَخَامَتْ	قَلَمَبْنَا	رَحَمَتْ	كِتَابِ	قَائِدَهُ		
خَمَاعَتْ	حَاضِرَ	إِمْتَلَأَتْ	وَأَمْرَ مِنْ			
قَدْخَلَتْ	قَبْلِكُمْ	بَارِيكُمْ	قَرَأَتْ			

