

Al-Qā'idah Al-Madaniyyah

Teaching Arabic Reading for Beginners

The Official Curriculum
in the Study Circles of the Glorious Qur'an and Texts
in Al-Masjid Al-Harām and Al-Masjid An-Nabawi



Dr. Abdul Muhsin ibn Muhammad Al-Qasim
Imam and Khatib of Al-Masjid An-Nabawi

بالغة الإنجليزية

Al-Qā'idah
Al-Madaniyyah
Teaching Arabic Reading for Beginners

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Al-Qasim, Abdul Muhsin ibn Muhammad

القاعدة المدنية - تعليم القراءة للمبتدئين

**Al-Qā'idah Al-Madaniyyah - Teaching Arabic
Reading for Beginners**

Abdul Muhsin ibn Muhammad Al-Qasim, - 1. . -
Riyadh, 1447 H.

100p; 17 x 24 cm

Legal Deposit No. 1447/2665

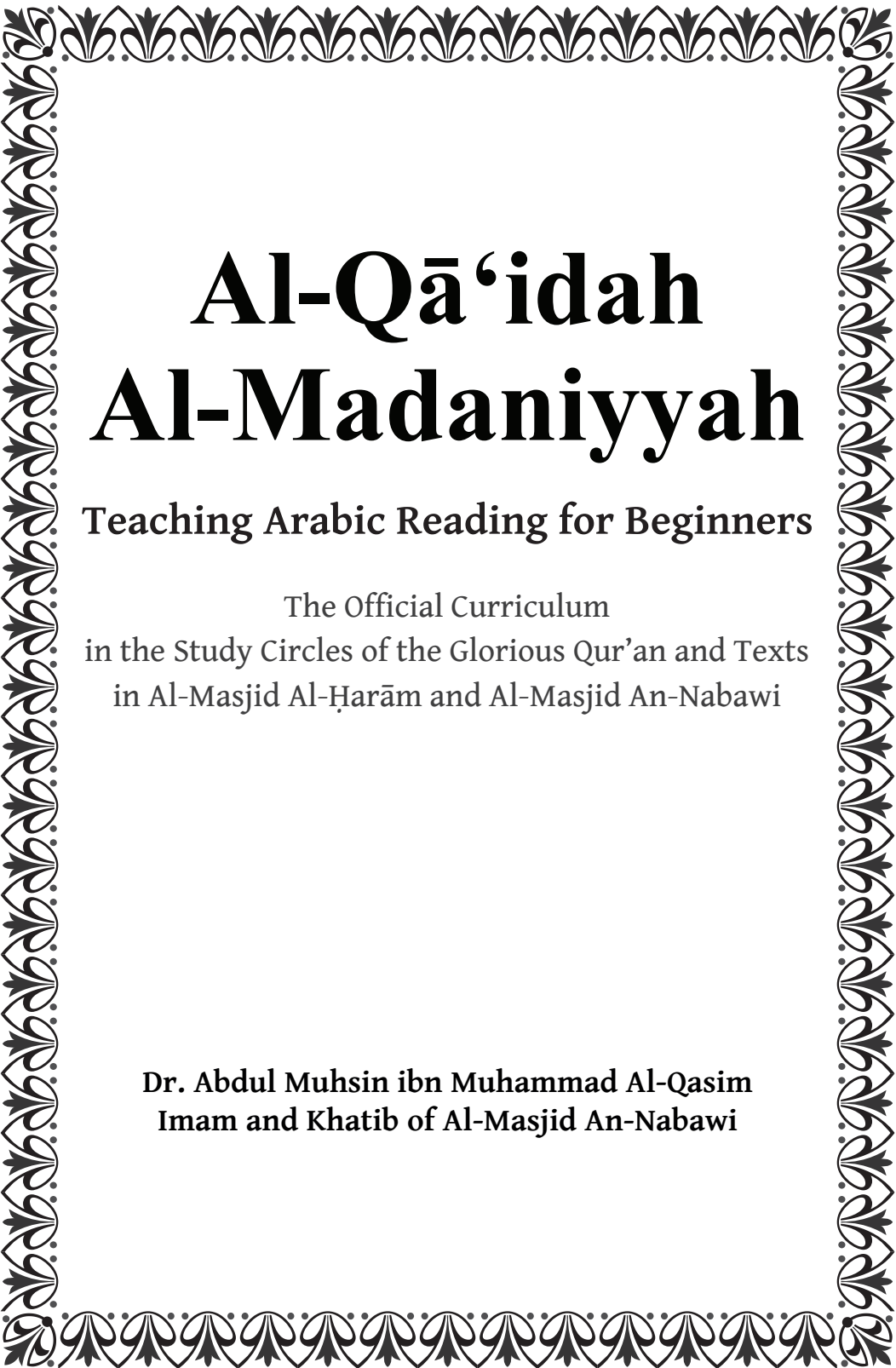
ISBN: 978-603-05-9940-0

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First Edition

1447 - 2025





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Due to the importance of Al-Qā'idah Al-Madaniyyah, study circles teaching it were established in Al-Masjid An-Nabawi, and registration is available online via the QR code:



Training courses on how to teach Al-Qā'idah Al-Madaniyyah are also available via the QR code:



Al-Qā'idah Al-Madaniyyah has been translated into more than 18 languages, available via the QR code.



Al-Qā'idah Al-Madaniyyah is available in electronic, printed, and audio formats via the QR code:





In the Name of Allāh, the Most Compassionate, the Most Merciful

Introduction

All praise is due to Allāh, the Lord of all the worlds. May Allāh's praise and peace be upon our Prophet Muḥammad, and all his family and companions.

To proceed:

This Ummah is honoured with knowledge. The very first verse revealed in the Qur'an urged us to seek it, Allāh, the Exalted, said,

﴿أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ﴾

“Read! In the Name of your Lord, Who created.” [Al-‘Alaq: 1]

Since reading is among the foundations of acquiring knowledge, I have compiled its principles, striving for comprehensiveness, ease, and clarity, as well as the reinforcement of proper reading among beginners, while shortening the time needed for learning.

I have named it: **Al-Qā'idah Al-Madaniyyah - Teaching Arabic Reading for Beginners.**

It is the official curriculum in the study circles of the Glorious Qur'an and texts in the Al-Masjid Al-Ḥarām and Al-Masjid An-Nabawi, and elsewhere.

I ask Allah to make it beneficial and to make it sincerely for His Honourable Face.

And may Allāh's peace and blessings be upon our Prophet Muḥammad, and upon his family and all his companions.

Dr. Abdul Muhsin ibn Muhammad Al-Qasim
Imam and Khatib of Al-Masjid An-Nabawi

I completed it on the day of 'Eid al-Aḍḥā,
in the year 1441 H.



My Method in the Book

- 1- I based this book on a scholarly foundation, relying on the books of the Arabic language.
- 2- I included all the principles a student needs in learning to read.
- 3- Before the lessons, I wrote a foreword on the shapes, names, and sounds of the letters.
- 4- I divided the book into 13 chapters, most of which have various sub-lessons.
- 5- I ensured a logical sequence and step-by-step progression in organizing the book.
- 6- I linked the lessons together so the student can recollect what was studied previously.
- 7- I set clear learning goals for each chapter, for the student to achieve.
- 8- At the beginning of every chapter, I specified what the teacher requires, such as the method of reading and other relevant notes.
- 9- I provided a summarized method for teaching reading.
- 10- I allocated some chapters and lessons to specific reading principles as they are essential for mastering accurate recitation and preventing confusion:
 - a- Al-Hamzah (i.e., glottal stop), because it is between a letter and a ḥarakah, and it usually occurs only after Ḥurūf Al-'Illa (i.e., the weak letters) or together with them.
 - b- Al-Hamzah Al-Mamdūdah (i.e., long Hamzah), arising from the combination of two Hamzahs or of a Hamzah and an Alif.
 - c- Al-Alif Al-Maqṣūrah (i.e., short Alif), due to its shape resembling that of the Yā'.
 - d- Hamzat Al-Qaṭ', Hamzat Al-Waṣl, At-Tā' Al-Marbūṭah, Al-Lām Al-Qamariyyah and Al-Lām Ash-Shamsiyyah, to distinguish between what is similar in writing but different in reading.
 - e- Al-Madd Aṭ-Ṭabī'ī (i.e., natural elongation), because its letters carry no ḥarakāt.
 - f- The Alif After Wāw Al-Jamā'ah (i.e., Alif written after Wāw indicating the masculine plural pronoun), since this Alif is not pronounced.
 - g- Terms of the Qur'ānic script, with examples written in the Qur'ānic script allowing the student to read the Noble Qur'ān without confusion with other reading principles.
 - h- The Numbers from zero (0) to twenty three (23), so the student can read single, compound and conjoined numbers.



- 11- I divided the chapter entitled 'Reading Words' into five lessons, starting with two-word exercises, progressing to four-word exercises, then sentences, and finally passages containing multiple sentences.
- 12- I started the lessons with the fathāh, followed by the kasrah, and finally the ḍammah, because the fathāh is the lightest of the vowels, followed by the kasrah. Then I mentioned the sukūn after them.
- 13- I limited the examples in the chapters entitled 'Letters with Ḥarakāt and Sukūn' (i.e., letters with short vowels and the absence of vowels) to three letters.
- 14- From Chapters Two through Five, I included the letters of the Arabic alphabet in their various forms followed by examples.
- 15- I wrote all the words with their ḥarakāt (i.e., short vowels), and I wrote fathātān (i.e., the accusative nunation) above the Alif.
- 16- I limited the examples to words from the Qur'ān and Prophetic Sunnah, as they form the foundation of the Arabic language.
- 17- I was careful to choose examples that are easy to read and understand, and have clear meanings.
- 18- In the chapter entitled 'Reading Words', I was careful to choose examples that are inclusive of the foundations of the religion, proper etiquette, and good character, enabling the student to combine knowledge with action.
- 19- Until Chapter Five, I ordered the intended letter in the examples alphabetically. After that, the order is either before the intended letter or after it, and I started with the Hamzah in Chapters Two and Three.
- 20- I did not repeat any word in the examples used, so the student can read a variety of words.
- 21- I separated the letters and examples in tables and highlighted the rows using two colours: white and green.
- 22- I highlighted the intended words and ḥarakāt in the lessons in red.
- 23- A mobile application with audio recordings of the letters and words is available, so the student can develop listening proficiency and read correctly.
- 24- Alongside this book, I authored companion book specifically for writing, entitled: **Al-Qā'idah Al-Madaniyyah: Teaching Arabic Writing for Beginners**, allowing the student to combine both reading and writing skills.



Merits of Al-Qā'idah Al-Madaniyyah

- 1- Academically grounded in the books of Arabic language.
- 2- Inclusive of all the principles of reading.
- 3- Simplicity and ease in learning to read.
- 4- A progressive step-by-step methodology in learning to read.
- 5- Learning to read and perfecting it in a short time.
- 6- Its examples are from the Glorious Qur'ān and Prophetic Sunnah.
- 7- Examples are clear, simple, and easy to understand.
- 8- No repetition of examples.
- 9- The examples in the chapter entitled 'Reading Words' are inclusive of the foundations of the religion, and good character.
- 10- It is accompanied by a mobile application that helps with listening and reading correctly.
- 11- It is followed by a separate book for writing using the same examples.



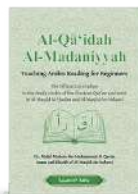
Objectives of Al-Qā'idah Al-Madaniyyah

After completing the book, the student will, by the will of Allah, be able to:

- Identify the Arabic letters and their shapes.
- Read the Arabic letters and their shapes correctly.
- Identify ḥarakāt (i.e., short vowels) and sukūn (i.e., absence of short vowels).
- Read letters with ḥarakāt and sukūn correctly.
- Identify tanwīn (i.e., nunation).
- Read letters that have a tanwīn accurately.
- Identify letters with shaddah (i.e., double consonants) and ḥarakāt.
- Read letters with shaddah and ḥarakāt correctly.
- Identify letters with shaddah and tanwīn.
- Read letters with shaddah and tanwīn correctly.
- Distinguish between Hamzat Al-Qaṭ' and Hamzat Al-Waṣl in reading and writing.
- Identify Al-Madd Aṭ-Ṭabī'ī (i.e., natural elongation).
- Identify the Alif After Wāw Al-Jamā'ah (i.e., Alif that appears after Wāw indicating the masculine plural pronoun).
- Perfect reading At-Tā' Al-Marbūṭah (i.e., round/tied tā') when joining and when stopping on it.
- Read Al-Lām Al-Qamariyyah and Al-Lām Ash-Shamsiyyah (i.e., lunar and solar Lāms) accurately.
- Read words, sentences, and passages correctly.
- Read the Glorious Qur'ān using the Uthmānic script.
- Read numbers accurately.



Progression Chart of the Curriculum



13

Chapter Thirteen
Numbers

12

Chapter Twelve

Terms of the Qur'ānic Script

11

Chapter Eleven
Reading Words

10

Chapter Ten

Al-Lām Al-Qamariyyah and
Al-Lām Ash-Shamsiyyah

9

Chapter Nine
At-Tā' Al-Marbūṭah

8

Chapter Eight

The Alif after Wāw Al-
Jamā'ah

7

Chapter Seven
Al-Madd Aṭ-Ṭabī'ī

6

Chapter Six

Hamzat Al-Qaṭ' and Hamzat Al-Waṣl

5

Chapter Five
Letters with Shaddah
and Tanwīn

4

Chapter Four

Letters with Shaddah
and Ḥarakāt

3

Chapter Three
Letters with Tanwīn

2

Chapter Two

Letters with Ḥarakāt
and Sukūn

1

Chapter One
The Alphabet



Preface

For the Teacher

The Arabic alphabet contains twenty-eight (28) letters, each of which has its own shape, name, and sound, as follows:

Shape	Name ¹	Sound	Shape	Name	Sound
ا	أَلِف Alif	ا ² Ā	ض	ضَاد Dād	ض Da
ب	بَاء Bā'	ب ³ Ba	ط	طَاء Ṭā'	ط Ṭa
ت	تَاء Tā'	ت Ta	ظ	ظَاء Ṣā'	ظ Ṣa
ث	ثَاء Thā'	ث Tha	ع	عَيْن 'Ayn	ع 'A
ج	جِيم Jīm	ج Ja	غ	غَيْن Ghayn	غ Gha
ح	حَاء Ḥā'	ح Ḥa	ف	فَاء Fā'	ف Fa
خ	خَاء Khā'	خ Kha	ق	قَاف Qāf	ق Qa
د	دَال Dāl	د Da	ك	كَاف Kāf	ك Ka
ذ	ذَال Dhāl	ذ Dha	ل	لَام Lām	ل La
ر	رَاء Rā'	ر Ra	م	مِيم Mīm	م Ma
ز	زَاي Zāy	ز Za	ن	نُون Nūn	ن Na
س	سِين Sīn	س Sa	ه	هَاء Ḥā'	ه Ha
ش	شِين Shīn	ش Sha	و	وَإِو Wāw	و Wa
ص	صَاد Ṣād	ص Ṣa	ي	يَاء Yā'	ي Ya

- 1 - The names of the letters are pronounced with a sukūn at the end, and when joining then they are pronounced with two ḍammahs.
- 2 - The Alif is letter that does not take ḥarakāt, and is preceded by a fatḥah. Its sound is not pronounced independently but only when read with the letter before it, e.g., (بَا - تَا) [bā - tā], and it is the length of two ḥarakāt.
- 3 - Its sound, as well as that of the remaining letters, are a single ḥarakāh in length.



Chapter One

The Alphabet

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Identify the letters of the Arabic alphabet.
- Read the letters of the Arabic alphabet correctly.
- Identify the shapes of the letters of the Arabic alphabet.
- Read the letters of the Arabic alphabet in their various forms.
- Identify and read Hamzah in its various forms.
- Identify and read Al-Hamzah Al-Mamdūdah.
- Identify and read Al-Alif Al-Maqṣūrah.





For the Teacher

Reading method:

Explanation of Lesson One (p. 15)

The student reads the name of the letter in the way clarified in the preface (p. 11). For example, he reads the letter (ا) as **Alif**, the letter (ب) as **Bā'**, the letter (ج) as **Jīm**, and the letter (د) as **Dāl**, and so on.

Explanation of Lesson Two (p. 16)

The student reads the letter in its various forms in the way clarified in the foreword (p. 11).

Example: The letter Jīm in the middle and end of a word (ج-ج) should be read as **Jīm**, and so on.

Note: In this lesson, the student should not be told: this letter appears at the beginning of the word (i.e., in the initial form), or at the end (i.e., in the final form); rather, it is sufficient for them to know how to read the name of the letter wherever it appears in the word, no matter what form it takes.

Explanation of Lesson Three (p. 20)

Al-Hamzah (i.e., glottal stop) in all its different positions whether it is on the line, above the Alif or below it, above the Wāw, or above the Yā' (ء-أ-إ-ؤ-ئ-ؤ-ئ), in this lesson should be read as **Hamzah**. And in the remaining lessons, they should read its sound **a**.

Explanation of Lesson Four (p. 20)

Al-Hamzah Al-Mamdūdah (i.e., long Hamzah) is written as an Alif with the elongation symbol above it (آ).

In this lesson, the student reads its name **Hamzah Mamdūdah**, and in the remaining lessons, he reads its sound **ā**.

Note: Situations of Al-Hamzah Al-Mamdūdah:

1. If there is a Hamzah with a fatḥah in the beginning of the word followed by a Hamzah with a sukūn, e.g., (أَأَسَى), then it is written as (أَسَى).
2. If there is a Hamzah with a fatḥah in the beginning of the word followed by Alif with a sukūn (i.e., an elongation), e.g., (أَأَذَانٌ), then it is written as (أَذَانٌ), or if it is in the middle of the word, e.g., (رَأَاهُ), then it is written as (رَاهُ), and (فُرَّاهُ) is written as (فَرَّاهُ).

Explanation of Lesson Five (p. 20)

Al-Alif Al-Maqṣūrah (i.e., short Alif) is written at the end of the word as a Yā' without the two dots (ي).

In this lesson, the student reads its name **Alif Maqṣūrah**, and in the remaining lessons, he reads its sound **ā**.



Lesson One

Letters of The Alphabet

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



Lesson Two

Shapes of the Letters of The Alphabet

ا	ا	ا	ا
ب	ب	ب	ب
ت	ت	ت	ت
ث	ث	ث	ث
ج	ج	ج	ج
ح	ح	ح	ح
خ	خ	خ	خ



د	د	د	د
ذ	ذ	ذ	ذ
ر	ر	ر	ر
ز	ز	ز	ز
س	س	س	س
ش	ش	ش	ش
ص	ص	ص	ص
ض	ض	ض	ض



ط	ط	ط	ط
ظ	ظ	ظ	ظ
ع	ع	ع	ع
غ	غ	غ	غ
ف	ف	ف	ف
ق	ق	ق	ق



ك	ك	ك	ك
ل	ل	ل	ل
م	م	م	م
ن	ن	ن	ن
ه	ه	ه	ه
و	و	و	و
ي	ي	ي	ي



Lesson Three

Hamzah

Shapes of Hamzah

ء

ا ء	أ ء	ء
إ ء	ئ ء	ؤ ء

Lesson Four

Long Hamzah

Shapes of Long Hamzah

آ

أ آ	آ
--------	---

Lesson Five

Short Alif

Shapes of Short Alif

ي

ي	ي
---	---



Chapter Two

Letters with Ḥarakāt and Sukūn

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Identify the Ḥarakāt and the Sukūn.
- Read letters that have Ḥarakāt and Sukūn correctly.





For the Teacher

Ḥarakah (i.e., short vowels): A small marking that appears on top of a letter or under it to clarify its sound.

Fathah: A small dash on top of above the letter «َ».

Ḍammah: A small version of the letter Wāw above the letter «ُ».

Kasrah: A small dash that appears beneath the letter «ِ».

Sukūn (i.e., absence of short vowels): A small circle that appears above the letter «ْ».

Reading Method:

Explanation of Lesson One, Two, and Three (p. 23, 26, 29)

The student reads the letter's sound with its ḥarakah (أ-إ-ئ) as clarified in the preface (p. 11).

Explanation of the Examples in Lessons One, Two, and Three (p. 24, 27, 30)

1. In the first column, he reads the letter's sound with its ḥarakah (أ).
2. In the second column, he reads the first letter with its ḥarakah (أ), then the second letter with its ḥarakah (خ), then he reads them both together (أَخ).
3. In the third column, he repeats what he did in the second square, then reads the third letter with its ḥarakah (ذ). Then, he reads the entire word (أَخَذ).
4. This is how he should continue in the lessons for kasrah and ḍammah.

Explanation of Lesson Four (p.32).

The student reads the first letter with its ḥarakah (أ).

Then, he reads the first letter with the second letter that has a sukūn (أَب), because it is impossible to pronounce a letter with sukūn by itself.

Explanation of the Examples in Chapter Four (p. 33)

1. In the first column, the student reads the first letter with its ḥarakah (ب), then reads the first letter with the second letter, that has a sukūn (بأ).
2. In the second column, he repeats what he did in the first square, then reads the third letter with its ḥarakah (بأس). Then, he reads the entire word

Note: Starting from this chapter to the end of the book, the student should read the letter's sound with its ḥarakah or sukūn, not its name, e.g., (س) should be read **Sa** and not Sīn.



Lesson One

Fathah َ

أَ	بَ	تَ	ثَ
جَ	حَ	خَ	دَ
ذَ	رَ	زَ	سَ
شَ	صَ	ضَ	طَ
ظَ	عَ	غَ	فَ
قَ	كَ	لَ	مَ
نَ	هَ	وَ	يَ



Examples of
Fathah َ

أَخَذَ	أَخَا	أَ
بَسَطَ	بَسَا	بَا
تَرَكَ	تَرَا	تَا
ثَبَتَ	ثَبَا	ثَا
جَمَعَ	جَمَا	جَا
حَمَلَ	حَمَا	حَا
خَتَمَ	خَتَا	خَا
دَخَلَ	دَخَا	دَا



ذَهَبَ	ذَهَدَ	ذَ
رَفَعَ	رَفَدَ	رَ
زَعَمَ	زَعَا	زَ
سَجَدَ	سَجَدَ	سَا
صَدَقَ	صَدَدَ	صَا
عَبَسَ	عَبَدَ	عَا
غَفَرَ	غَفَدَ	غَا
نَزَلَ	نَزَدَ	نَا



Lesson Two

Kasrah —

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



Examples of
Kasrah —

يَئِسَ	يَئٍ	يَا
أَجَدَ	أَجٍ	أَا
رَحِمَ	رَحٍ	رَا
بَخِلَ	بَخٍ	بَا
رَدِفَ	رَدٍ	رَا
شَرَبَ	شَرٍ	شَا
فَزَعَ	فَزٍ	فَا
نَسِيَ	نَسٍ	نَا



خَاشِي	خَشِ	خَ
خَاطِف	خَطِ	خَ
مَعِي	مَعِ	مَ
سَفِهَ	سَفِ	سَ
بَقِي	بَقِ	بَ
عَلِمَ	عَلِ	عَ
سَمِعَ	سَمِ	سَ
شَهِدَ	شَهِ	شَ



Lesson Three

Ḍammah

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



Examples of
Dammah ء

كَبَّرَ	كَبَّ	كَ
كَثَّرَ	كَثَّ	كَ
تَخُنَّ	تَخَّ	تَا
يَدُّكَ	يَدُّ	يَا
قَرُبَ	قَرُّ	قَا
حَسُنَ	حَسُّ	حَا
بَصُرَ	بَصُّ	بَا
عَضَدَ	عَضُّ	عَا



طُ	طَبِ	طُبِعَ
ظُ	ظَلِ	ظُلِمَ
عُ	عَفِ	عُفِيَ
فُ	فَتِ	فُتِحَ
قُ	قَرِ	قُرِيَ
كُ	كَبِ	كُبِتَ
هُ	هُدِ	هُدِيَ
وُ	وَضِ	وُضِعَ



Lesson Four
Sukūn ْ

أَثْ	أَتْ	أَبْ	بَاءْ
أَدْ	أَخْ	أَحْ	أَجْ
أَسْ	أَزْ	أَرْ	أَذْ
أَطْ	أَضْ	أَصْ	أَشْ
أَفْ	أَغْ	أَعْ	أَظْ
أَمْ	أَلْ	أَكْ	أَقْ
أَيْ	أَوْ	أَهْ	أَنْ



Examples of
Sukūn ْ

بَاسْ	بَاءْ
سَبْعَ	سَبَّ
أَجْرُ	أَجَّ
يَدْعُ	يَدَّ
عَرَشَ	عَرَّ
نَصْرُ	نَصَّ
فَضْلُ	فَضَّ
بَطَشَ	بَطَّ



بَعْضُ	بَعْ
مَكْرُ	مَكْ
قَلْبِ	قَدْ
أَمْرُ	أَمْ
كُنْتَ	كُنْ
أَهْلُ	أَهْ
يَوْمَ	يَوْ
غَيْبُ	غَيْ



Chapter Three

Letters with Tanwīn

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Identify Tanwīn.
- Read Munawwan letters perfectly.





For the Teacher

Tanwīn (i.e., nunation): An additional Nūn with a sukūn that is attached to the end of a noun when pronounced but is separated from it when written and upon stopping on it.

Fathātān: Two small dashes above the last letter «َ ».

Kasratān: Two small dashes beneath the last letter «ِ ».

Ḍammatān: Two small versions of the letter Wāw above the last letter «ُ ».

Reading Method:

Explanation of Lessons One, Two, and Three (p. 37, 39, 41)

The student reads the sound of the munawwan (i.e., nunated) letter with its vowel (عَ-أَ-ؤَ).

Note: Cases of Fathātān with a Final Hamzah:

1. Fathātān is written on an extra Alif after the Hamzah, e.g. (جُزْءًا).
2. Fathātān is written directly on the final Hamzah, and no Alif is placed after it, in two cases:
 - c. If the final Hamzah is written on an Alif, e.g. (خَطًّا).
 - d. If the final Hamzah is preceded by an Alif, e.g. (مَاءً).

Explanation of the Examples in Lessons One, Two, and Three (p. 38, 40, 42)

1. The student reads the first letter with its ḥarakah (عَ). Then, the second letter with its ḥarakah (نَ). Then, he reads them both together (عَنَ). Then he reads the third munawwan letter with its ḥarakah (بَا). Then, he reads the entire word (عِنْبًا).
2. If the second letter has a sukūn, he reads the first letter with its ḥarakah (فَ). Then, the first letter with the second letter that has a sukūn (فَوَ). Then, the third munawwan letter with its ḥarakah (زَا). Then, he reads the entire word (فَوْزًا).
3. This is how he should continue in the lesson examples for kasratān and ḍammatān.



Lesson One

Fathātān َ

ثَا	تَا	بَا	ءَا
دَا	خَا	حَا	جَا
سَا	زَا	رَا	ذَا
طَا	ضَا	صَا	شَا
فَا	غَا	عَا	ظَا
مَا	لَا	كَ	قَا
يَا	وَا	هَا	نَا



Examples of
Fathatān ۞

عِزْبًا	مَقْتًا
مَرَحًا	أَحَدًا
أَذَى	خَيْرًا
فَوْزًا	كَأْسًا
قَرْضًا	وَسَطًا
حِفْظًا	نَفْعًا
أَنْفًا	مُلْكًا
حَرَمًا	ثَمَنًا



Lesson Two

Kasratān

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



Examples of
Kasratān

لَهَبٍ	شَيْءٍ
عَبْدٍ	آيَةٍ
نَفْسٍ	سَفَرٍ
أَرْضٍ	فُرْشٍ
زَرْعٍ	رَهْطٍ
طَبَقٍ	جُرْفٍ
رَجُلٍ	فَلَكَ
قَرْنٍ	قَوْمٍ



Lesson Three

Ḍammatān ُوو

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



Examples of
Ḍammatān ُوْ

حَرْجٌ ُوْ	كُتُبٌ ُوْ
زَيْدٌ ُوْ	رَوْحٌ ُوْ
إِنْسٌ ُوْ	شَهْرٌ ُوْ
زَيْغٌ ُوْ	مَرَضٌ ُوْ
إِفْكٌ ُوْ	رِزْقٌ ُوْ
آثِمٌ ُوْ	عَدْلٌ ُوْ
كُرْهٌ ُوْ	عَيْنٌ ُوْ
وَحْيٌ ُوْ	لَهُوٌ ُوْ



Chapter Four

Letters with Shaddah and Ḥarakāt

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Identify letters with Shaddah and Ḥarakāt.
- Read letters with Shaddah and Ḥarakāt correctly.





For the Teacher

Shaddah (i.e., double consonant): A letter with a sukūn followed by the same letter with a ḥarakah, e.g., (بَبْ = بْ + بْ).

Shaddah with a fatḥah: A small mark resembling the beginning of the letter Sīn (س) that has a fatḥah on top « َ ».

Shaddah with a kasrah: A small mark resembling the beginning of the letter Sīn (س) that has a kasrah under it « ِ ».

Shaddah with a ḍammah: A small mark resembling the beginning of the letter Sīn (س) that has a ḍammah on top « ُ ».

Reading Method:

Explanation of Lessons One, Two, and Three (p. 45, 47, 49)

The student reads the first letter with its ḥarakah (أَ), then reads the first letter with the second, mushaddad letter, along with its ḥarakah (أَبْ), because it is impossible to pronounce a shaddah letter by itself.

Explanation of the Examples in Lessons One, Two, and Three (p. 46, 47, 50)

1. The student reads the first letter with its ḥarakah (أَ). Then, he reads the first letter with the second, mushaddad letter, along with its ḥarakah (أَبْ), then reads the third letter with its ḥarakah (أَبْ). Then, he reads the entire word (أَبْ).
2. If there is a letter with a sukūn after the second, mushaddad letter, then he reads the first letter with its ḥarakah (أَ). Then, the first letter with the second mushaddad letter along with its ḥarakah (أَبْ). Then, the first letter with the second, mushaddad letter along with its ḥarakah, and the third letter that has a sukūn (أَبْ).
3. He should continue like this, using the same method when there is an Alif Maqṣūrah after the second mushaddad letter. e.g., (أَبْ).
4. If a mushaddad letter appears at the end of the word, then he reads the first letter with its ḥarakah (أَ). Then, he reads the second letter with its ḥarakah (أَبْ). Then, he reads them together (أَبْ). Then, he reads the second letter with its ḥarakah with the third mushaddad letter along with its ḥarakah (أَبْ). Then, he reads the entire word (أَبْ).



Lesson One

Shaddah with Faṭḥah َ

أَبَ	أَتَ	أُتَ	أَجَ
أَحَ	أَخَ	أَدَ	أَذَ
أَرَ	أَزَ	أَسَ	أَشَ
أَصَ	أَضَ	أَطَ	أَظَ
أَعَ	أَغَ	أَفَ	أَقَ
أَكَ	أَلَ	أَمَ	أَنَ
أَهَ	أَوْ	أَيَ	



Examples of
Shaddah with Faṭḥah سَ

حَتَّى	حَبَّةٌ
سَخَّرَ	كَثَّرَ
كَذَّبَ	أَعَدَّ
عِزَّةٌ	حَرَّمَ
حِطَّةٌ	أَحَسَّ
أَحَقَّ	خَفَّفَ
سَلَّمَ	فَكَّرَ
بَوَّأَ	جَنَّةٌ



Lesson Two

Shaddah with Kasrah ۛ

أَبۛ	أَتۛ	أُتۛ	أُجۛ
أَحۛ	أَخۛ	أَدۛ	أَذۛ
أَرۛ	أَزۛ	أَسۛ	أَشۛ
أَصۛ	أَضۛ	أَطۛ	أَظۛ
أَعۛ	أَغۛ	أَفۛ	أَقۛ
أَكۛ	أَلۛ	أَمۛ	أَنۛ
أَهۛ	أَوْۛ	أَيۛ	



Examples of
Shaddah with Kasrah ِ

سَبَّحِ	عُجِّلِ
يُودِّ	عُذِّبِ
بُرِّزِ	يَسِّرِ
بَشِّرِ	حُصِّلِ
عُظِّلِ	نُوفِ
ذُكِّرِ	كُلِّمِ
عَمِّكَ	مَهِّلِ
غُدِّوْ	زُيِّنِ



Lesson Three

Shaddah with Ḍammah ض

أَب	أَت	أَث	أَج
أَح	أَخ	أَد	أَذ
أَر	أَز	أَس	أَش
أَص	أَض	أَط	أَظ
أَع	أَغ	أَف	أَق
أَك	أَل	أَم	أَن
أَه	أَوْ	أَي	



Examples of
Shaddah with Ḍammah

مِثٌّ	يَبِثٌّ
حِجٌّ	يُرِثٌّ
تَلَذُّ	تَمُرُّ
تُعِزُّ	يَمَسُّ
أَهْشُّ	نَقْصُ
يَحْضُ	يَدُعُّ
أَشَقُّ	يَحِلُّ
مُتِمُّ	يَظُنُّ



Chapter Five

Letters with Shaddah and Tanwīn

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Identify letters with Shaddah and Tanwīn.
- Read letters with Shaddah and Tanwīn correctly.





For the Teacher

Shaddah with Faṭḥatān: A small mark resembling the beginning of the letter Sīn (س) that has faṭḥatān on top « َ ».

Shaddah with Kasratān: A small mark resembling the beginning of the letter Sīn (س) that has kasratān under it « ِ ».

Shaddah with Ḍammatān: A small mark resembling the beginning of the letter Sīn (س) that has ḍammatān on top « ُ ».

Reading Method:

Explanation of Lessons One, Two, and Three (p. 53, 55, 57):

The student reads the first letter with its ḥarakah (أ). Then, he reads the first letter with the second letter, which carries shaddah and tanwīn, along with its ḥarakah (أَبَا).

Explanation of the Examples in Lessons One, Two, and Three (p. 54, 56, 58):

If a word is made up of three letters, the student reads the first letter with its ḥarakah (فَ). Then, he reads the second letter with its ḥarakah (وِ). Then, he reads them both together (فَوِ). Then, he reads the second letter with the third letter, which carries shaddah and tanwīn, along with their ḥarakāt (وَيَا). Then, he reads the entire word (فَوَيَا).

Explanation of Lesson Four (p. 59):

If a word contains two consecutive letters with shaddah, the student reads from the beginning of the word up to the first shaddah letter as previously explained. Then, he reads the first shaddah letter together with the letter before it. Next, he reads from the beginning of the word again, this time including the first shaddah letter. After that, he reads both shaddah letters together with the letter before them. Finally, he reads the entire word, including both shaddah letters.

How to Read Two Consecutive Letters With Shaddah (لَاؤُضِلْنَهُمْ) (p.59):

The student reads the Lām with its ḥarakah (لَ). Then, he reads the Hamzah with its ḥarakah (أِ). Then, he reads them both together (لَأِ). Then, he reads the Ḍād with its ḥarakah (ضِ). Then, he reads them all together with their ḥarakāt (لَأُضِ). Then, he reads the Ḍād with the Lām mushaddad along with both of their ḥarakāt (لَضِ). Then, he reads them all together including the Lām mushaddad with all their ḥarakāt (لَأُضِلَّ). Then, he reads the Ḍād with both mushaddad letters, the Lām and the Nūn, with their ḥarakāt (لَضِلَّ). Then, he reads them all together including the Nūn mushaddad with all their ḥarakāt (لَأُضِلْنِ). Then, he reads the Hā' with its ḥarakah (هَ). Then, he reads them all together with their ḥarakāt (لَأُضِلْنَهْ). Finally, he reads the Hā' with the Mīm that has a sukūn (مُ), and then he reads the entire word (لَأُضِلْنَهُمْ).



Lesson One

Shaddah with Fathatān ۞

أَجَّا	أَثَّا	أَتَّا	أَبَّا
أَذَّا	أَدَّا	أَخَّا	أَحَّا
أَشَّا	أَسَّا	أَزَّا	أَرَّا
أَظَّا	أَطَّا	أَضَّا	أَصَّا
أَقَّا	أَفَّا	أَغَّا	أَعَّا
أَنَّا	أَمَّا	أَلَّا	أَكَّا
أَيَّا	أَوَّا	أَهَّا	



Examples of
Shaddah with Fathatān ّ

حُبًّا	سَدًّا
سِرًّا	أَزًّا
بَسًّا	صَفًّا
حَقًّا	دَكًّا
كُلًّا	جَمًّا
عَفْوًّا	قَوِيًّا



Lesson Two

Shaddah with Kasratān ۛ

أَبۛ	أَتۛ	أُتۛ	أُجۛ
أَحۛ	أَخۛ	أَدۛ	أَذۛ
أُرۛ	أَزۛ	أُسۛ	أُشۛ
أُحۛ	أُضۛ	أُطۛ	أُظۛ
أُعۛ	أُغۛ	أُفۛ	أُقۛ
أُكۛ	أُلۛ	أُمۛ	أُنۛ
أُهۛ	أُوۛ	أُيۛ	



Examples of
Shaddah with Kasratān ۛ

مَرَدٌ ۛ	فَجٌّ ۛ
حَظٌّ ۛ	ضُرٌّ ۛ
رَفٌّ ۛ	أَفٌّ ۛ
ظِلٌّ ۛ	صَلٌّ ۛ
سِنٌّ ۛ	لَمٌّ ۛ
خَفِيٌّ ۛ	عَوٌّ ۛ



Lesson Three

Shaddah with Ḍammatān س

أَب	أَت	أَث	أَج
أَح	أَخ	أَد	أَذ
أَر	أَز	أَس	أَش
أَص	أَض	أَط	أَظ
أَع	أَغ	أَف	أَق
أَك	أَل	أَم	أَن
أَه	أَوْ	أَي	



Examples of Shaddah with Ḍammatān

رَبِّ	سِتِّ
شُحِّ	صَدِّ
شَرِّ	شِقِّ
شَكِّ	جِلِّ
صُمِّ	مُسِنِّ
عَدُوِّ	غَنِيِّ



Lesson Four

Two Letters with Shaddahs س س

لُجِّي

يُبْتَكُنْ

سَيَذَكَّرُ

مُدَّتَّرُ

مُزَمِّلُ

ذُرِّيَّةُ

يَشَقِّقُ

يَمَسِّنْ

يَطَوِّفُ

يَصْعَدُ

أَتَمَّهُنَّ

لَا أَضِلُّنَّهُمْ



Chapter Six

Hamzat Al-Qaṭ' and Hamzat Al-Waṣl

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Differentiate between Hamzat Al-Qaṭ' and Hamzat Al-Waṣl in their shapes, and how they are read.
- Read the Hamzat Al-Qaṭ' and Hamzat Al-Waṣl correctly.





For the Teacher

Hamzat Al-Qaṭ': An original Hamzah with a ḥarakāh at the beginning of a word. It is written either above an Alif or beneath it and it is read in accordance with its vowel (أ - إ - ؤ).

Hamzat Al-Waṣl: An additional Hamzah at the beginning of a word written as an Alif (ا), without any ḥarakāh.

If it is not joined to what precedes it, it is written and read.

But if it is joined to what precedes it, it is written but not read.

How can one identify Hamzat Al-Qaṭ' and Hamzat Al-Waṣl?

Put a Wāw (و) before the word:

- If you **pronounced** the Hamzah, then it is **Hamzat Al-Qaṭ'**.
- If you **did not pronounce** the Hamzah then it is **Hamzat Al-Waṣl**.

Reading Method:

Explanation of Lessons One (p. 63)

1. The student reads the Hamzat Al-Qaṭ' with its ḥarakāh, the same way as the previous lessons.
2. He continues using the previous method to read this lesson's examples.

Explanation of the Examples in Lesson Two (p. 64)

1. If the Hamzat Al-Waṣl is not preceded by a letter, then it is read as a Hamzat Al-Qaṭ'.
2. If it is preceded by a letter, then it is not pronounced. While reading, the letter before it is joined with the letter after it. So, the word (وَأَنْتَ) will be read as if it were (وَأَنْتَ).
3. He continues using the previous method to read this lesson's examples.



Lesson One Hamzat Al-Qaṭ'

أَسْلَمَ	وَأَسْلَمَ
أَعْمَلُ	وَأَعْمَلُ

Examples of Hamzat Al-Qaṭ'

أَجَلَ	إِخْوَةً
أَسْوَةٌ	وَأَشَدَّ
إِضْرًا	وَأَضْلُ
وَأَعْلَمُ	أَقْرَبُ
فَأَنْزَلَ	أَوْحَى



Lesson Two Hamzat Al-Waṣl

وَابْنُ

ابْنُ

وَأَثْنَانِ

أَثْنَانِ

Examples of Hamzat Al-Waṣl

ارْكَضْ

وَأَتْلُ

اشرحْ

اسْمُ

واضربْ

فاضبرْ

فاغفرْ

واعبدْ

وانظرْ

اكشفْ



Chapter Seven

Al-Madd Aṭ-Ṭabī‘ī

Objectives:

After completing this chapter, with Allāh’s permission, the student will be able to:

- Identify the letters of Al-Madd Aṭ-Ṭabī‘ī.
- Read the letters of Al-Madd Aṭ-Ṭabī‘ī correctly.





For the Teacher

The letters of Al-Madd Aṭ-Ṭabī'ī (i.e., natural elongation) are three:

Alif, Wāw, and Yā' (ا - و - ي).

When is a letter considered as Al-Madd Aṭ-Ṭabī'ī?

When an Alif is preceded by a fatḥah (فَ), or a Wāw by a ḍammah (وُ), or a Yā' by a kasrah (يَ).

Do the letters of madd have ḥarakāt?

The letters of madd will never have any ḥarakāt, be it fatḥah, kasrah, or ḍammah.

Reading Method:

Explanation (p. 67)

1. The student reads the first letter with its ḥarakah (نَ). Then, he reads the first letter together with the madd letter (نَا). Then, he reads the third letter with its ḥarakah (بَ). Then, he reads the entire word (نَابَ).
2. He continues using the previous method to read this lesson's examples.



Al-Madd Aṭ-Ṭabī'ī

Examples of Al-Madd Aṭ-Ṭabī'ī with Alif

ا

رَانَ	خَافَ	تَابَ
قَامَ	عَادَ	طَافَ

Examples of Al-Madd Aṭ-Ṭabī'ī with Wāw

و

سُورَةٌ	رَسُولٌ	أَعُوذُ
هُودٍ	غَفُورٌ	شَكُورٌ

Examples of Al-Madd Aṭ-Ṭabī'ī with Yā'

ي

شَدِيدٌ	دِينٌ	خَيْرٌ
مُبِينٌ	قَدِيرٌ	عِيشَةٌ



Chapter Eight

Alif after Wāw Al-Jamā'ah

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Identify the Alif after Wāw Al-Jamā'ah.





For the Teacher

The Alif after Wāw Al-Jamā'ah: is an Alif at the end of a verb after a masculine plural pronoun, e.g., (صَلُّوا).

Alif is written after Wāw Al-Jamā'ah: to draw attention to the fact that the Wāw indicates a masculine plural.

If the Wāw doesn't indicate a masculine plural, then Alif is not written, e.g., (أَرْجُو).

Reading Method:

Explanation (p. 71)

1. The student continues using the previous method to read this lesson's examples.
2. The Alif after Wāw Al-Jamā'ah is written but never pronounced.



Alif after Wāw Al-Jamā'ah

وا

أُمِرُوا تَوَاصَوْا

جَابُوا ذَاقُوا

رَضُوا زَاغُوا

فَتَنُوا قُوا

كَلُوا مَرُّوا

نُهُوا يَتَّخِذُوا



Chapter Nine

At-Tā' Al-Marbūṭah

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Identify At-Tā' Al-Marbūṭah.
- Perfect reading At-Tā' Al-Marbūṭah when joining and when stopping on it.





For the Teacher

At-Tā' Al-Marbūṭah (i.e., the round/tied tā'): is a Tā' at the end of a word that is written like Hā' in its ending form, with two dots above it (اِ-ي).

When joining, it is pronounced as a Tā', and when stopping on the word, it is pronounced as a Hā'.

Reading Method:

Explanation (p. 75)

1. The student continues using the previous method to read this lesson's examples.
2. He reads At-Tā' Al-Marbūṭah twice, once while joining and once while stopping on it.
 - When joining, it is read as a Tā' with its ḥarakah.
 - When stopping on it, it is read as a Hā' with a sukūn.



At-Tā' Al-Marbūṭah

When Stopping	When Joining
عَالِيَهُ	عَالِيَةٍ
فِيَّهِ	فِيَّتِهِ

Examples of At-Tā' Al-Marbūṭah

تِسْعَةٍ	بَرَّةٍ
زَجْرَةٍ	رِحْلَةٍ
صُورَةٍ	سَفَرَةٍ
قِسْمَةٍ	فِتْنَةٍ
نِعْمَةٍ	لَيْلَةٍ



Chapter Ten

Al-Lām Al-Qamariyyah and Al-Lām Ash-Shamsiyyah

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Differentiate between Al-Lām Al-Qamariyyah and Al-Lām Ash-Shamsiyyah.
- Read Al-Lām Al-Qamariyyah and Al-Lām Ash-Shamsiyyah correctly.





For the Teacher

Al-Lām Al-Qamariyyah (i.e., The Lunar Lām): is a Lām preceded by a Hamzat Al-Waṣl at the beginning of the word. This Lām is both written and read.

Al-Lām Ash-Shamsiyyah (i.e., The Solar Lām): is a Lām preceded by a Hamzat Al-Waṣl at the beginning of the word. This Lām is written but not read.

How can you tell the difference between them?

Place a Wāw before the word:

- If you **pronounced** the Lām, then it is **Al-Lām Al-Qamariyyah**.
- If you **did not pronounce** the Lām, then it is **Al-Lām Ash-Shamsiyyah**.

Reading Method:

Explanation of Lesson One (p. 79)

1. If Hamzat Al-Waṣl precedes Al-Lām Al-Qamariyyah and **is not** preceded by another letter, then the Hamzat Al-Waṣl is pronounced with a faṭḥah with the Lām that has a sukūn (أَلْ).
2. If a Hamzat Al-Waṣl precedes Al-Lām Al-Qamariyyah and **is** preceded by another letter, then Hamzat Al-Waṣl is not pronounced and the letter before it is connected directly to the Lām that has a sukūn (وَلْ).
3. The student continues using the previous method to read this lesson's examples.

Explanation of Lesson Two (p. 80)

1. If Hamzat Al-Waṣl precedes Al-Lām Ash-Shamsiyyah and **is not** preceded by another letter, then Hamzat Al-Waṣl is pronounced with a faṭḥah followed by the shaddah letter after the Lām, and the Lām is not pronounced, so the word (السَّاءُ) is read as if it were (أَسَّاءُ).
2. If a Hamzat Al-Waṣl precedes Al-Lām Ash-Shamsiyyah and **is** preceded by another letter, then that letter is read together with the shaddah letter after the Lām, and Hamzat Al-Waṣl and Lām are both not pronounced, so the word (وَالسَّاءُ) is read as if it were (وَسَّاءُ).
3. The student continues using the previous method to read this lesson's examples.

Note:

1. If Al-Lām Al-Qamariyyah or Al-Lām Ash-Shamsiyyah is preceded by another Lām, then the Hamzat Al-Waṣl is neither read nor written, e.g., (لِلنَّاسِ), (لِلْقَمَرِ).
2. If Al-Lām Ash-Shamsiyyah that is preceded by another Lām is connected to a word beginning with Lām, then both Hamzat Al-Waṣl and Al-Lām Ash-Shamsiyyah are neither read nor written, e.g., (لِللَّسَانِ).



Lesson One Al-Lām Al-Qamariyyah

وَالْعَصْرِ

الْعَصْرِ

وَالْقَلَمِ

الْقَلَمِ

Examples of Al-Lām Al-Qamariyyah

الْجَمْعُ

وَالْبَحْرِ

وَالْخَيْلِ

وَالْحَمْدُ

وَالْفَجْرِ

الْغَضَبِ

الْمُلْكُ

الْكَرْبِ

الْيَمِينِ

الْوَعْدُ



Lesson Two Al-Lām Ash-Shamsiyyah

وَالرُّوحُ

الرُّوحُ

وَالضُّحَى

الضُّحَى

Examples of Al-Lām Ash-Shamsiyyah

الثَّابِتِ

التَّغَابُنِ

الذَّهَبِ

الدُّعَاءِ

الشَّمَالِ

وَالسَّاعَةِ

وَالطُّورِ

الصَّمَدِ

النُّورِ

وَالظَّاهِرِ



Chapter Eleven

Reading Words

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Perfect reading words, sentences, and passages correctly





For the Teacher

Reading Method:

Explanation of Lesson One, Two, Three, Four, and Five (p. 83-87)

1. The student reads the first word using the same method explained in the previous lessons.
2. He reads the second word using the same method explained in the previous lessons.
3. If the example includes two words, he goes back and reads the first and second words together.
4. If the example includes three words, he read the first two words together, then reads the third word, and then goes back and reads the entire example.
5. If the example includes four words, he reads the first two words together, then the third and fourth words together, and then goes back and reads the entire example.
6. He continues using this method when the example includes more than four words, keeping in mind the meanings of the words when reading them together.

Note:

1. If there is a letter with a ḥarakah followed by a madd at the end of a word, and in the next word there is a letter with a sukūn, then the madd letter is not pronounced when joining.
For example, in (وَأَقِيمُوا الصَّلَاةَ): The Mīm has a ḥarakah, and after it are two letters with sukūn (Wāw and Ṣād). So, the Wāw is omitted when joining, and the phrase is read as: (وَأَقِيمُصَلَاةً).
 As for the Alif of Wāw Al-Jamā'ah, Hamzat Al-Waṣl, and Al-Lām Ash-Shamsiyyah, then none of them are pronounced when joining.
Similarly, in (ذَا الْقُرْبَى): The Dhāl has a ḥarakah followed by two letters with sukūn (Alif and Al-Lām Al-Qamariyyah). So, the Alif is omitted when joining, and the phrase is read as: (ذَلْقُرْبَى).
 Hamzat Al-Waṣl, is never pronounced when joining.
2. The word (اللَّهُ) is written without an Alif after the mushaddad Lām due to its frequent usage, and it is pronounced: (اللَّهَ).
3. The word (إِلَهَ) is written without an Alif after the Lām due to its frequent usage, and it is pronounced: (إِلَاهَ).
4. The word (الرَّحْمَنَ) is written without an Alif after the Mīm due to its frequent usage, and it is pronounced: (الرَّحْمَانَ).



Lesson One

Examples of Reading Two Words

اللَّهُ رَبِّي

الْإِسْلَامُ دِينِي

مُحَمَّدٌ نَبِيِّ

الْحَيُّ الْقَيُّومُ

الْعَزِيزُ الْحَكِيمُ

الدِّينُ النَّصِيحَةُ

وَبِالْوَالِدَيْنِ إِحْسَانًا



Lesson Two

Examples of Reading Three Words

اللَّهُ فِي السَّمَاءِ

مَالِكِ يَوْمِ الدِّينِ

وَإِنَّ عَلَيْنَا لَحَافِظِينَ

إِنَّهُ لَقُرْآنٌ كَرِيمٌ

اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ

وَقُولُوا لِلنَّاسِ حُسْنًا



Lesson Three

Examples of Reading Four Words

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ

وَأَطِيعُوا اللَّهَ وَأَطِيعُوا الرَّسُولَ

وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ

أَسْتَغْفِرُ اللَّهَ وَأَتُوبُ إِلَيْهِ

وَاتِ ذَا الْقُرْبَى حَقَّهُ



Lesson Four

Examples of Reading a Sentence

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

وَقَالَ رَبُّكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ

لَيْسَ كَمِثْلِهِ شَيْءٌ وَهُوَ السَّمِيعُ الْبَصِيرُ

إِنَّ الدِّينَ عِنْدَ اللَّهِ الْإِسْلَامُ

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

أَعُوذُ بِكَلِمَاتِ اللَّهِ التَّامَّاتِ مِنْ شَرِّ مَا خَلَقَ

سُبْحَانَ اللَّهِ وَبِحَمْدِهِ سُبْحَانَ اللَّهِ الْعَظِيمِ



Lesson Five

Examples of Reading a Passage

الإِسْلَامُ: أَنْ تَشْهَدَ أَنْ لَا إِلَهَ إِلَّا اللَّهُ،
وَأَنَّ مُحَمَّدًا رَسُولُ اللَّهِ، وَتُقِيمَ الصَّلَاةَ،
وَتُؤْتِيَ الزَّكَاةَ، وَتَصُومَ رَمَضَانَ،
وَتَحُجَّ الْبَيْتَ إِنْ اسْتَطَعْتَ إِلَيْهِ سَبِيلًا

الإِيْمَانُ: أَنْ تُؤْمِنَ بِاللَّهِ، وَمَلَائِكَتِهِ،
وَكُتُبِهِ، وَرُسُلِهِ، وَالْيَوْمِ الْآخِرِ،
وَتُؤْمِنَ بِالْقَدَرِ خَيْرِهِ وَشَرِّهِ

الإِحْسَانُ: أَنْ تَعْبُدَ اللَّهَ كَأَنَّكَ تَرَاهُ،
فَإِنْ لَمْ تَكُنْ تَرَاهُ فَإِنَّهُ يَرَاكَ



Chapter Twelve

Terms of the Qur'ānic Script

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Identify the most important terms of the Qur'ānic script.
- Differentiate between the Qur'ānic script and the contemporary writing style.



Note

The Qur'ānic script differs from the contemporary writing style in some words and ḥarakāt



For the Teacher

The head of a small Ḥā' (حَ): Indicates a letter with sukūn and is read the same way as explained in the lesson on sukūn.

The head of a small Ṣād above a Hamzat Al-Waṣl (إِ): Indicates a Hamzat Al-Waṣl and is read the same way mentioned in the lesson about Hamzat Al-Waṣl.

Symbol of Madd (ـَ): Indicates that the letter is elongated longer than normal.

Hamzah then Alif (أَ): Is read as (إِ). This is called **Madd Badal**, and is read as explained in the lesson on Al-Madd Aṭ-Ṭabī'ī.

A small version of a madd letter after a large letter (ـَـ - ـِـ - ـُـ): Indicates that they are read together, as explained in the lesson on Al-Madd Aṭ-Ṭabī'ī.

A small Alif (اِ) or small Sīn (سِ) above a large letter: Indicates that the small letter is read, while the large one is not.

An oval above an Alif (اُ): Indicates that the Alif is pronounced when stopping on it and silent while joining.

A circle above a weak letter (اِوْ-اِوْ): Indicates that the letter is silent.

Note: The student reads the examples using the same method explained in the previous lessons.

Beneficial Point: The Yā' at the end of a word in the Qur'ānic script is written without the two dots (ي).

To differentiate between it and Al-Alif Al-Maqṣūrah:

1. If it has a ḥarakah or the head of a small Ḥā', then it is a Yā' (ي), e.g., Faṭḥah: (نَسِي), Kasrah (يُحِي), Ḍammah (الْبَنِي), or the head of a small Ḥā' (اِثْنِي).
2. If it is free of ḥarakāt, and does not have the head of a small ḥā', the ḥarakah of the preceding letter determines its identity. If the preceding ḥarakah is a kasrah, then it is a Yā', e.g., (عِبَادِي), and if the preceding ḥarakah is a Faṭḥah, then it is an Alif Maqṣūrah, e.g., (الْهُدَى).



Lesson One The Head of a Small Ḥā' ➤

Examples of The Head of a Small Ḥā' ➤

طَلَعُ	خَلْفُ	حَبْلُ
وَجِه	نَحْنُ	قَبْلُ



Lesson Two The Head of a Small Ṣād ص

Examples of The Head of a Small Ṣād ➤

وَالشَّجَرُ	وَالَّتَيْنِ	وَالْبَلَدُ
وَالنَّاسِ	وَالطَّارِقِ	وَالصَّيْفِ



Lesson Three The Symbol of Madd

~

Examples of The Symbol of Madd

~

فِدَاءٌ	الضَّالِّينَ	جَاءَ
هَؤُلَاءِ	مَائِدَةً	قُرُوءٍ



Lesson Four Hamzah then Alif

ءَا

Examples of Hamzah then Alif

ءَا

Pronunciation	Qur'ānic Script
وَاتِ	وَعَاتِ
آدَمُ	ءَاَدَمُ
آمَنُوا	ءَاَمَنُوا
الْقُرْآنُ	الْقُرْءَانُ



Lesson Five

A Small Letter After a Large Letter (اے وے ے)

Examples of The Small Alif

ا

مَلَيْكَةُ	لَكِنْ	ذَلِكَ
يَأَيُّهَا	وَعَدْنَا	هَذَا

Examples of The Small Wāw

و

دَاوُدَ	حَمْلُهُ	بَعْدَهُ
وَعْدَهُ	نِعْمَتُهُ	كَأَنَّهُ

Examples of The Small Yā'

ے

سَبِيلِهِ	رَحْمَتِهِ	دُونِهِ
وَرَائِهِ	ظَهْرِهِ	طَعَامِهِ



Lesson Six

A Small Alif (ا) or Sīn (س) Above a Large Letter

Examples of a Small Letter Above a Large Letter

ا - س

الصَّلَاةُ	الزَّكَاةُ	الْحَيَاةُ
يَبْصُرُ	مَوْلَاهُ	كَمِشْكَاةٍ



Lesson Seven

An Oval Above an Alif (ا)

Examples of an Oval Above an Alif

ا

السَّبِيلَ	الرَّسُولَ	أَنَا
لَكِنَّا	قَوَارِيرًا	الظُّنُونَا



Lesson Eight

A Complete Circle

Examples of a Complete Circle

قَالُوا	ثَمُودَا	أُولَئِكَ
يَتْلُوا	نَبَايَ	مِائَةً



Chapter Thirteen

Numbers

Objectives:

After completing this chapter, with Allāh's permission, the student will be able to:

- Perfect reading numbers correctly.





For the Teacher

The student reads the numbers according to their names, as follows:

اِثْنَان	٢	وَاحِد	١	صِفْر	٠
ithnān	1	wāḥid	1	ṣifr	0
خَمْسَة	٥	أَرْبَعَة	٤	ثَلَاثَة	٣
khamsah	5	arba'ah	4	thalāthah	3
ثَمَانِيَة	٨	سَبْعَة	٧	سِتَّة	٦
thamāniyah	8	sab'ah	7	sittah	6
أَحَدَ عَشَرَ	١١	عَشْرَة	١٠	تِسْعَة	٩
aḥada 'ashar	11	'asharah	10	tis'ah	9
أَرْبَعَة عَشَرَ	١٤	ثَلَاثَة عَشَرَ	١٣	اِثْنَا عَشَرَ	١٢
arba'ata 'ashar	14	thalāthata 'ashar	13	ithnā 'ashar	12
سَبْعَة عَشَرَ	١٧	سِتَّة عَشَرَ	١٦	خَمْسَة عَشَرَ	١٥
sab'ata 'ashar	17	sittata 'ashar	16	khamsata 'ashar	15
عِشْرُون	٢٠	تِسْعَة عَشَرَ	١٩	ثَمَانِيَة عَشَرَ	١٨
'ishrūn	20	tis'ata 'ashar	19	thamāniyata 'ashar	18
ثَلَاثَة وَعِشْرُون	٢٣	اِثْنَانٍ وَعِشْرُون	٢٢	وَاحِدٌ وَعِشْرُون	٢١
thalāthatun wa'ishrūn	23	ithnāni wa'ishrūn	22	wāḥidun wa'ishrūn	21



Numbers

٢	١	٠
٥	٤	٣
٨	٧	٦
١١	١٠	٩
١٤	١٣	١٢
١٧	١٦	١٥
٢٠	١٩	١٨
٢٣	٢٢	٢١



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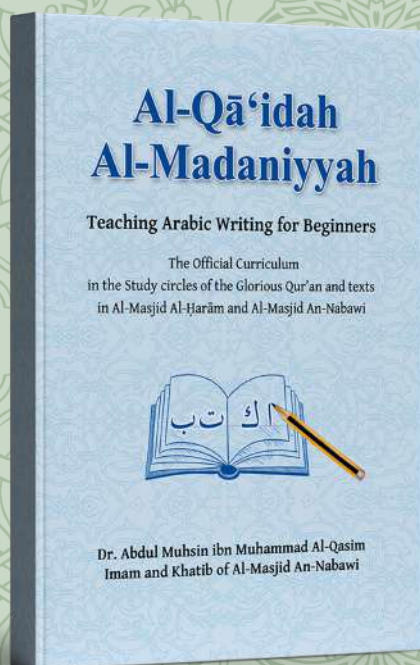
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ISBN: 978-603-05-9940-0