

Al-Qā'idah Al-Madaniyyah

Teaching Arabic Reading for Beginners

The Textbook Curriculum for Qur'ān Classes
and Islamic Texts in the Prophet's Masjid



**Dr. 'Abdul-Muhsin bin Muḥammad al-Qāsim
Imām and Khatīb in the Prophet's Honorable Masjid**

باللغة الإنجليزية

Al-Qā'idah

Al-Madaniyyah

Teaching Arabic Reading for Beginners

© ‘Abdul-Muḥsin bin Muḥammad al-Qāsim 1441 AH
King Fahd National Library Cataloging-in-Publication Data

Al-Qāsim, ‘Abdul-Muḥsin bin Muḥammad
Al-Qā‘idah Al-Madaniyyah (Teaching Arabic Reading for
Beginners)

‘Abdul-Muḥsin bin Muḥammad al-Qāsim, Riyadh, 1441
AH

100p., 17 x 24 cm

ISBN: 978-603-03-4474-1

L.D. No: 1441/10581

ISBN: 978-603-03-4474-1

All rights reserved by the author

First Edition

1441 AH - 2020 AD





Al-Qā'idah

Al-Madaniyyah

Teaching Arabic Reading for Beginners

The Curriculum for the Classes in the Noble
Qur'ān and Islamic Texts in Al-Masjid
Al-Ḥarām and Al-Masjid An-Nabawī.

Dr. 'Abdul-Muḥsin bin Muḥammad al-Qāsim
Imām and Khatīb of the Honorable Al-Masjid An-
Nabawī



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

Preface

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 nation is honored with knowledge. The first Qur'ānic verse was revealed in its exhortation. Allāh, the Exalted, said,

﴿أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ﴾

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

Since reading is one of the fundamentals of learning, I compiled its principles while keeping in mind comprehensiveness, simplicity, and ease, as well as establishing proficiency in reading for the beginner's in a short period of time. I entitled it (*Al-Qā'idah Al-Madaniyyah: Teaching Arabic Reading for Beginners*).

I ask Allāh to make it beneficial and sincere for His Honorable Face.

May Allāh's praise and peace be upon our Prophet Muḥammad, and all his family and companions.

**Dr. ‘Abdul-Muḥsin bin Muḥammad al-Qāsim
Imām and Khatīb of the Honorable Al-Masjid An-Nabawī**

Completed on the day of ‘Eid al-Aḏḥā,
in the year 1441 AH.



My Methodology in the Book

1. I built this book on a knowledge-based foundation, relying on the books of the Arabic language.
2. I included in the book all the principles that a student needs.
3. I placed a foreword before the lessons about 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 made sure to use a logical sequence and step-by-step learning while organizing the book.
6. I linked the lessons together so the student can recollect what was studied previously.
7. I set learning goals for the student to accomplish in each chapter.
8. I specify what the teacher needs in the beginning of every chapter, such as the reading method and other than that.
9. I put a summarized method for teaching reading.
10. I separated some of the chapters and lessons for some of the reading principles, because of the importance of perfecting them, and so the student is not confused (with similar ones):
 - A. The glottal stop (i.e., al-hamzah), because of its importance, and because it doesn't appear except after the weak letters or with them for the most part.
 - B. The long hamzah (i.e., al-hamzah al-mamdūdah), due to the combination of two hamzahs or a hamzah and an alif.
 - C. The short alif (i.e., al-alif al-maqṣūrah), due to its shape resembling that of the yā'.
 - D. Hamzat al-qaṭ', hamzat al-waṣl, at-tā' al-marbūṭah, and the lunar and solar lāms, to perfect that which is similar in writing but difference in pronunciation.
 - E. Natural elongation (i.e., al-madd aṭ-ṭabī'ī), because of how common it is in the Arabic Language, as well as the learner's need to know and perfect it.
 - F. The alif that appears after the wāw indicating the masculine plural pronoun (i.e., wāw al-jamā'ah), because this alif is not pronounced.
 - G. Terms of the Qur'ānic script, and I wrote their examples using the Qur'ānic script so the student can read the Noble Qur'ān without confusing it with what he learned from the other reading principles.
 - H. The Numbers from one (1) to twenty (20), so he can read single-worded and double-worded numbers.
11. I divided the chapter entitled: "Reading Words" into five lessons, starting with two words all the way up to four words, then a sentence, then passages containing multiple sentences.



12. I started the lessons with the fathah, followed by the kasrah, and finally the dammah, because the fathah is the lightest of the vowels, followed by the kasrah. Then I mentioned the sukūn after them.
13. I limited the examples in the chapter entitled Letters with Vowels and Absence of Vowels [i.e., sukūn] 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 vowels, and I wrote the accusative nunation (i.e., fathatān) above the alif.
16. I limited the examples to words from the Qur’ān and Prophetic Sunnah because they are 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 so the student can combine between knowledge and cultivation.
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 have avoided repeating words in the examples used, so the student can read a variety of words.
21. I separated the letters and examples in tables and distinguished between their rows using two colors: white and green.
22. I distinguished between the intended words and vowels in the lessons using the color red.
23. I have prepared an audio recording of the letters and words in the book so the student can achieve the skill of listening, and reading correctly.
24. Alongside this book, I authored another book specifically for writing. I entitled it: (Al-Qā'idah Al-Madaniyyah: Teaching Writing for Beginners), so the student can combine the skills of reading and writing.





The Features 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 Noble Qur'ān and Prophetic Sunnah.
7. Simple and clear examples.
8. Non-redundant 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 an audio recording that helps with listening and reading correctly.
11. It is followed by a separate book for writing using the same examples.



The Objectives of
Al-Qā'idah Al-Madaniyyah

Upon finishing the book, with Allāh's permission, the student will be able to:

- Identify the letters of the alphabet and their shapes.
- Read the letters of the alphabet and their shapes correctly.
- Identify vowel diacritics and the absence of vowels [i.e., sukūn].
- Read letters with vowels and absence of vowels correctly.
- Identify nunation (i.e., tanwīn).
- Perfect reading letters that are nunated (i.e., have a tanwīn).
- Identify letters with double consonants and vowels.
- Read letters with both double consonants and vowels correctly.
- Identify nunated letters with double consonants.
- Read nunated letters with double consonants correctly.
- Differentiate between the pronunciation of hamzat al-qaṭ' and hamzat al-waṣl and their writing.
- Identify the letters of natural elongation (i.e., al-madd at-ṭabī'ī)
- Identify the alif that appears after the masculine plural pronoun (i.e., wāw al-jamā'ah).
- Perfect reading at-tā' al-marbūṭah when joining and when stopping on it.
- Read the lunar and solar lāms correctly.
- Perfect reading words, sentences, and passages correctly.
- Read the Noble Qur'ān with the terms of the 'Uthmani Script.
- Perfect reading numbers correctly.



The Curriculum,
Step-by-Step



13

Chapter Twelve

Terms of the Qur'ānic Script

12

Chapter Ten

The Lunar and Solar Lāms
(i.e., al-Lām al-Qamariyyah
and al-Lām ash-Shamsiyyah)

11

10

9

Chapter Eight

The Alif After The
Masculine Plural Pronoun
(i.e., Wāw al-Jamā'ah)

8

7

Chapter Six

Hamzat al-Qaṭ' and Hamzat
al-Waṣl

6

5

Chapter Four

Letters with Double
Consonants (i.e., Shaddah)
and Vowels

4

3

Chapter Two

Letters with Vowels
(i.e., Harakāt) and the
Absence of Vowels
(i.e., sukūn)

2

1

Chapter Thirteen
Numbers

Chapter Eleven
Reading Words

Chapter Nine
The Tied Tā'
(i.e., at-Tā' al-Marbūṭah)

Chapter Seven
The Natural Elongation
(i.e., Al-Madd aṭ-Ṭabī'ī)

Chapter Five
Letters with Double
Consonants and Nunation
(i.e., Shaddah and Tanwīn)

Chapter Three
Letters with Nunation
(i.e., Tanwīn)

Chapter One
The Alphabet



Introduction

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	
⁽²⁾ أ	أَلِف	Alif	ا	Ā	ض	ضَاد	Dād	ض	Ḍa
⁽³⁾ ب	بَاء	Bā'	ب	Ba	ط	طَاء	Ṭā'	ط	Ṭa
ت	تَاء	Tā'	ت	Ta	ظ	ظَاء	Zā'	ظ	Za
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	زاي	Zāy	ز	Za	ن	نُون	Nūn	ن	Na
س	سِين	Sīn	س	Sa	هـ	هَاء	Hā'	هـ	Ha
ش	شِين	Shīn	ش	Sha	و	واو	Wāw	و	Wa
ص	صَاد	Ṣād	ص	Ṣa	ي	ياء	Yā'	ي	Ya

(1) The names of the letters are pronounced with a sukūn on the last letter [i.e., when stopping]. As for the case of joining then they are pronounced with two ḍammahs.

(2) The Alif is a vowel-less letter, and it is preceded by a faṭḥah. Therefore, its sound is not apparent except when it is read with a letter before it, e.g., (أ - ا) [bā - tā], and it is the length of two vowels.

(3) Its sound, as well as that of the remaining letters, are a single vowel in length.



Chapter One

The Alphabet

Objectives

Upon finishing 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 the hamzah (i.e., the glottal stop) in its various forms.
- Identify and read the long hamzah (i.e., al-hamzah al-mamdūdah).
- Identify and read the short alif (i.e., 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 foreword (p.11). For example, he reads the letter (ا) as “alif”, the letter (ب) as “bā”, the letter (ج) as “jīm”, and the letter (ز) as “zāy”, 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: He reads the letter (ج) in the medial and final form (ج - ج) 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 him to know how to say the name of the letter wherever it appears in the word, no matter what form it takes.

Explanation of Lesson Three (p.20)

He reads the hamzah in all its different positions whether it is on the line, above the alif or below it, above the wāw, or above the yā’ or below it (ء - أ - إ - و - هـ - ي), as “hamzah”. In the remaining lessons, he reads its sound “a”.

Explanation of Lesson Four (p.20)

The 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:** If there is a hamzah with a fathāh in the beginning of the word followed by an elongation (i.e., alif with a sukūn), e.g., (أَذَانٌ), 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 (قُرْءَانٌ) is written as (قُرْآنٌ).

Explanation of Lesson Five (p.20)

The short alif (i.e., Al-alif al-maqṣūrah) is written at the end of the word as a yā’ without the two dots (ى).

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

The Hamzah

Shapes of the Hamzah

ا	إ	أ	آ	ء
ئ	ي	ئ	و	ؤ



Lesson Four

The Long Hamzah

Shapes of the Elongated Hamzah

آ	آ
---	---



Lesson Five

The Short Alif

Shapes of the Short Alif

ا	ا
---	---



Chapter Two

Letters with Vowels and the Absence of Vowels

Objectives

Upon finishing this chapter, with Allāh's permission, the student will be able to:

- Identify the vowels and the absence of vowels [i.e., sukūn].
- Read letters that have vowels and sukūn correctly





For the Teacher

Vowel: 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: A small circle that appears above the letter (◌◌).

Reading Method:

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

The student reads the letter's sound with its vowel (أ - إ - آ) as clarified in the foreword (p.11).

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

1. In the first square, he reads the letter's sound with its vowel (أ).
2. In the second square, he reads the first letter with its vowel (أ), then the second letter with its vowel (ح), then he reads them both together (أَح).
3. In the third square, he repeats what he did in the second square, then reads the third letter with its vowel (د). Then, he reads the entire word (أَحَد).
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 vowel (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)

In the first square, the student reads the first letter with its vowel (ب), then reads the first letter with the second letter, that has a sukūn (بأ).

In the second square, he repeats what he did in the first square, then reads the third letter with its vowel (س). Then, he reads the entire word (بأس).

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



Lesson One
The Faṭḥah (◌َ)

شَا	تَا	بَا	أَا
رَا	نَا	حَا	جَا
سَا	زَا	رَا	ذَا
طَا	ظَا	وَا	ثَا
فَا	قَا	عَا	ظَا
هَا	كَا	كَا	فَا
يَا	فَا	هَا	نَا



Examples Of The 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	ذَهَا	ذَا
رَفَعَ	رَفَا	رَا
زَعَمَ	زَعَا	زَا
سَجَدَ	سَجَا	سَا
صَدَقَ	صَدَا	صَا
عَبَسَ	عَبَا	عَا
غَفَرَ	غَفَا	غَا
نَزَلَ	نَزَا	نَا



Lesson Two

The Kasrah (◌ِ)

ثِ	تِ	بِ	أِ
دِ	نِ	حِ	زِ
عِ	رِ	وِ	ذِ
قِ	ضِ	صِ	شِ
فِ	لِ	سِ	ظِ
هِ	كِ	اِ	قِ
يِ	وِ	هِ	نِ



Examples Of
The Kasrah (◌ِ)

يَيْسَ	يَا	اِ
أَجِدَ	أَجِي	اِ
رَجِمَ	رَجِي	اِ
بَخِلَ	بَخِي	اِ
رَدِفَ	رَدِي	اِ
شَرِبَ	شَرِي	اِ
فَزِعَ	فَزِي	اِ
نَسِيَ	نَسِي	اِ



خَشِي	خِش	خ
خَطِف	خِط	خ
مَعِي	مِع	م
سَفِه	سِف	س
بَقِي	بِق	ب
عَلِم	عِل	ع
سَمِع	سِم	س
شَهِد	شِه	ش



Lesson Three
The Ḍammah (◌ُ)

ثُ	تُ	بُ	أُ
رُ	خُ	حُ	جُ
سُ	زُ	رُ	ذُ
طُ	ضُ	صُ	شُ
فُ	لُ	عُ	ظُ
مُ	نُ	كُ	قُ
يُ	وُ	هُ	نُ



Examples Of The Dammah (◌ِ)

كَبُرَ	كَبِ	كَا
كَثُرَ	كَثِ	كَا
تَخُنَ	تَخِ	تَا
يَدُكَ	يَدِ	يَا
قَرُبَ	قَرِ	قَا
حَسُنَ	حَسِ	حَا
بَصُرَ	بَصِ	بَا
عَضُدَ	عَضِ	عَا



طُبِعَ	طَبِ	طَا
ظُلِمَ	ظَلِ	ظَا
عُفِيَ	عُفِ	عُطَا
فُتِحَ	فُتِ	فُطَا
قُرِيَ	قُرِ	قُرُطَا
كُبِتَ	كُبِ	كُطَا
هُدِيَ	هُدِ	هُطَا
وُضِعَ	وُضِ	وُطَا



Lesson Four

The Sukūn (◌ْ)

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



Examples Of
The Sukūn (◌ْ)

بِئْسَ	بَاءٌ
سَبَعٌ	سَبٌ
أَجْرٌ	أَجٌ
يَدْعُ	يَدٌ
عَرْشٌ	عَرْ
نَصْرٌ	نَصٌ
فَضْلٌ	فَضٌ
بَطْشٌ	بَطٌ



بَعْضُ	بَعْدُ
مَكْرُ	مَكْدُ
قَلْبِ	قَدُ
أَمْرُ	أَمْدُ
كُنْتَ	كُنْدُ
أَهْلُ	أَهْدُ
يَوْمَ	يَوْدُ
غَيْبُ	غَيْدُ



Chapter Three

Letters with Nunation

Objectives

Upon finishing this chapter, with Allāh's permission, the student will be able to:

- Identify nunation.
- Perfect reading nunated letters.





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.

Faḥatān: 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, p.39, p.41)

The student reads the sound of nunated letter with its vowel (أَ - إَ - عَ).

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

1. The student reads the first letter with its vowel (عَ). Then, the second letter with its vowel (بِنَ). Then, he reads them both together (عِبِنَ). Then he reads the third nunated letter with its vowel (بِأَ). Then, he reads the entire word (عِبِنَأَ).
2. If the second letter has a sukūn, he reads the first letter with its vowel (فَ). Then, the first letter with the second letter that has a sukūn (فَوَ). Then, the third nunated letter with its vowel (زَأَ). Then, he reads the entire word (فَوَزَأَ).
3. This is how he should continue in the lesson examples for kasratān and ḍammatān.



Lesson One
The Faḥatān (ُ)

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



Examples Of
The Faṭḥatān (ُ)

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



Lesson Two

The Kasratān (◌ِ)

ثِ	تِ	جِ	هـِ
حِ	ذِ	زِ	رِ
سِ	زِ	رِ	نِ
قِ	فِ	عِ	شِ
فِ	لِ	مِ	يِ
كِ	وِ	اِ	وِ
يِ	وِ	هـِ	نِ



Examples Of
The Kasratān (ِ)

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



Lesson Three

The Ḍammātān (◌◌)

د	ذ	ر	ز
دا	ذا	را	زا
دي	ذي	ري	زي
دا	ذا	را	زا
دا	ذا	را	زا
دا	ذا	را	زا
دا	ذا	را	زا
دا	ذا	را	زا



Examples Of
The Ḍammātān (◌◌)

حَرْجٌ	كُتِبَ
زَيْدٌ	رَوْحٌ
إِنْسٌ	شَهْرٌ
زَيْغٌ	مَرَضٌ
إِفْكٌ	رِزْقٌ
أَثِمٌ	عَدْلٌ
كُرْهٌ	عَيْنٌ
وَحْيٌ	لَهْوٌ



Chapter Four

Letters with Double Consonants and Vowels

Objectives

Upon finishing this chapter, with Allāh's permission, the student will be able to:

- Identify Letters with double consonants and vowels.
- Read letters with double consonants and vowels correctly.





For the Teacher

Double consonant: A letter with a sukūn followed by the same letter with a vowel, e.g., (بَب = بَ + بَ).

Double consonant with a fathah: A small mark resembling the beginning of the letter sīn (س) that has a fathah on top (ُ).

Double consonant with a kasrah: A small mark resembling the beginning of the letter sīn (س) that has a kasrah under it (ِ).

Double consonant with a dammah: A small mark resembling the beginning of the letter sīn (س) that has a dammah on top (ُ).

Reading Method:

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

The student reads the first letter with its vowel (أَ), then reads the first letter with the second, double consonant letter, along with its vowel (أَبَّ), because it is impossible to pronounce a double consonant letter by itself.

Explanation of the Examples in Lessons One, Two, and Three (p.46, p.48, p.50):

1. The student reads the first letter with its vowel (حَ). Then, he reads the first letter with the second, double consonant letter, along with its vowel (حَبَّ), then reads the third letter with its vowel (حَبَّ). Then, he reads the entire word (حَبَّ).
2. If there is a letter with a sukūn after the second, double consonant letter, then he reads the first letter with its vowel (يَ). Then, the first letter with the second, double consonant letter, along with its vowel (يَسَّ). Then, the first letter with the second, double consonant letter along with its vowel. Then, the third letter that has a sukūn (يَسَّ).
3. He should continue like this, using the same method when there is an alif maqṣūrah after the second, double consonant letter. e.g., (حَتَّى).
4. If the double consonant letter appears at the end of the word, then he reads the first letter with its vowel (أَ). Then, he reads the second letter with its vowel (عَ). Then, he reads them together (أَعَّ). Then, he reads the second letter with its vowel with the third, double consonant letter along with its vowel (عَدَّ). Then, he reads the entire word (أَعَدَّ).



Lesson One
The Shaddah With The Faṭḥah (َ)

جَاجَاجَ	حَاحَاحَ	خَاخَاخَ	دَادَادَ
ذَازَازَ	ذَازَازَ	ذَازَازَ	ذَازَازَ
زَازَازَ	زَازَازَ	زَازَازَ	زَازَازَ
زَازَازَ	زَازَازَ	زَازَازَ	زَازَازَ
زَازَازَ	زَازَازَ	زَازَازَ	زَازَازَ
زَازَازَ	زَازَازَ	زَازَازَ	زَازَازَ
زَازَازَ	زَازَازَ	زَازَازَ	زَازَازَ
زَازَازَ	زَازَازَ	زَازَازَ	زَازَازَ



Examples Of
The Shaddah With The Fathah (َ)

حَاتِي	حَاتِيَّة
سَخَّرَ	كَثَّرَ
كَذَّبَ	أَعَدَّ
عَزَّزَ	حَرَّمَ
حَاطَ	أَحْسَسَ
أَخَفَّ	خَفَّفَ
سَلَّمَ	فَكَّرَ
بَاوَّ	جَانَّة



Lesson Two

The Shaddah With The Kasrah (ّ)

جّ	دّ	ذّ	زّ
حّ	طّ	ظّ	عّ
فّ	قّ	كّ	لّ
مّ	نّ	هّ	وّ
يّ			



Examples Of The Shaddah With The Kasrah (ِ)

عُجِّلَ	سَبِّحِ
عُذِّبَ	يُؤَدِّ
يُسِّرُ	بُرِّزَ
حُصِّلَ	بُشِّرِ
نُوفِ	عُطِّلَ
كُتِّمَ	ذُكِّرَ
مَهِّلِ	عَمِّكَ
زُيِّنَ	غُدُوْ



Lesson Three

The Shaddah With The Dammah (ّ)

بَابُ	بَابُ	بَابُ	بَابُ
بَابُ	بَابُ	بَابُ	بَابُ
بَابُ	بَابُ	بَابُ	بَابُ
بَابُ	بَابُ	بَابُ	بَابُ
بَابُ	بَابُ	بَابُ	بَابُ
بَابُ	بَابُ	بَابُ	بَابُ
بَابُ	بَابُ	بَابُ	بَابُ
بَابُ	بَابُ	بَابُ	بَابُ



Examples Of The Shaddah With The Ḍammah (ُ)

يَيْ	مَيْ
يُرُ	حُرُ
تُمُرُ	تَلْدُ
يَمْسُ	تُعْرِزُ
نَقْصُ	أَهْشُ
يَدُعُ	يَحْضُ
يَجِلُّ	أَشَقُّ
يَظُنُّ	مُتَمُّ



Chapter Five

Letters with Double Consonants and Nunation

Objectives

Upon finishing this chapter, with Allāh's permission, the student will be able to:

- Identify nunated double consonant letters.
- Read nunated double consonant letters correctly.





For the Teacher

Double consonant with two fathahs: A small mark resembling the beginning of the letter sīn (س) that has two fathahs on top (َ).

Double consonant with two kasrahs: A small mark resembling the beginning of the letter sīn (س) that has two kasrahs under it (ِ).

Double consonant with two dammahs: A small mark resembling the beginning of the letter sīn (س) that has two dammahs on top (ُ).

Reading Method:

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

The student reads the first letter with its vowel (أ). Then, he reads the first letter with the second, nunated double consonant letter along with its vowel (أبا).

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

If a word is made up of three letters, then he reads the first letter with its vowel (ف). Then, he reads the second letter with its vowel (و). Then, he reads them both together (فو). Then, he reads the second letter with the third, nunated double consonant letter along with their vowels (فويأ). Then, he reads the entire word (فويأ).

Explanation of Lessons Four (p.59):

If a word has two neighboring letters that are both double consonants, then he reads from the beginning of the word up until the first double consonant the same way that was just mentioned. Then, he reads the first double consonant letter with the letter before it. Then, he reads from the beginning of the word, but this time, including the first double consonant letter. Then, he reads both double consonant letters with the letter before them. Then, he reads from the beginning of the word including both double consonant letters.

An Example on How to Read Two Neighboring Letters that are Both Double Consonants (لَأَضِلَّيْنَهُمْ) (p.59):

The student reads the lām with its vowel (ل). Then, the hamzah with its vowel (أ). Then he reads them both (لأ). Then, the dād with its vowel (د). Then, he reads them all together with their vowels (لأد). Then, the dād with the double consonant lām along with both of their vowels (لأد). Then, he reads them all including the double consonant lām with all their vowels (لأد). Then, the dād with both double consonant lāms and nūns with their vowels (لأد). Then, he reads them all including the double consonant nūn with all their vowels (لأد). Then, he reads the hā' with its vowel (ه). Then, he reads them all together with their vowels (لأد). Then, he reads the hā' with the mīm that has a sukūn (هم). Then, he reads the entire word (لأد).



Lesson One
The Shaddah With The Faṭḥān (َ)

أَجَّ	أَشَّ	أَتَّ	أَبَّ
أَدَّ	أَدَّ	أَخَّ	أَحَّ
أَشَّ	أَسَّ	أَزَّ	أَرَّ
أَطَّ	أَطَّ	أَضَّ	أَصَّ
أَقَّ	أَفَّ	أَغَّ	أَمَّ
أَنَّ	أَمَّا	أَلَّا	أَكَّا
أَيَّ	أَوَّ	أَهَّ	



Examples Of
The Shaddah With The Faṭḥatān (ُ)

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



Lesson Two

The Shaddah With The Kasratān (َ)

جَّ	ثَّ	تَّ	بَّ
زَّ	دَّ	حَّ	حَّ
شَّ	سَّ	زَّ	رَّ
ظَّ	طَّ	فَّ	وَّ
فَّ	فَّ	هَّ	هَّ
نَّ	مَّ	كَّ	اَّ
يَّ	اَّ	اَّ	اَّ



Examples Of The Shaddah With The Kasratān (ِ)

مَرَّ	فَجَّ
حَطَّ	مَرَّ
رَفَّ	مَرَّ
ظَلَّ	مَرَّ
سَبَّ	مَرَّ
نَفَّ	مَرَّ



Lesson Three

The Shaddah With The Ḍammātān (◌ّ)

أَجّ	أَشّ	أَتّ	أَبّ
أَزّ	أَدّ	أَنّ	أَحّ
أَشّ	أَسّ	أَزّ	أَرّ
أَظّ	أَطّ	أَضّ	أَصّ
أَفّ	أَفّ	أَفّ	أَعّ
أَنّ	أَمّ	أَلّ	أَكّ
أَيّ	أَوّ	أَهّ	



Examples Of The Shaddah With The Ḍammatān (ُ)

رَبِّ	سَيِّ
شَحَّ	صَدَّ
شَرَّ	شَقَّى
شَكَّ	حَلَّ
صَمَّ	مُسِّنَّ
عَدَّوْ	عَفَّيْ



Lesson Four

Two Letters With Shaddahs (ّ)

لُجِّيّ

يُتَّكُنّ

سَيِّدُكُرّ

مُدَّتِرّ

مُزَّمِّلّ

ذُرِّيّه

يَشَّقُّوْ

يَمَسِّنّ

يَطَوِّفّ

يَصَعَّدّ

أَتَمَّهُنّ

لَاضِلَّنَّهُمْ



Chapter Six

Hamzat al-Qaṭ‘ and Hamzat al-Waṣl

Objectives

Upon finishing 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 vowel at the beginning of a word. It is written either above an alif or beneath it and the way it is read is 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 vowels. When it is not connected to the letter before it, then it is both pronounced and written.

When it is connected to the letter then it is written but not pronounced (i.e., it is silent).

How Can You Tell the Difference Between Hamzat al-Qaṭ' and Hamzat al-Waṣl?

Put a wāw 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 Lesson One (p.63):

1. The student reads the Hamzat al-Qaṭ' with its vowel, the same way as the previous lessons.
2. He continues using this method for the lesson's examples.

Explanation of 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 this method for the lesson's examples.



Lesson One
Hamzat al-Qaṭ'

وَأَسْلَمَ	أَسْلَمَ
وَأَعْمَلُ	أَعْمَلُ

Examples Of
Hamzat al-Qaṭ'

إِخْوَةٌ	أَجَلٌ
وَأَشَدَّ	أَسْوَةٌ
وَأَضَلُّ	إِضْرًا
أَقْرَبُ	وَأَعْلَمُ
أَوْحَى	فَأَنْزَلَ



Lesson Two

Hamzat al-Waṣl

وَابْنُ	ابْنُ
وَإِثْنَانِ	إِثْنَانِ

Examples Of Hamzat al-Waṣl

أَرْكُضُ	وَأَتْلُ
أَشْرَحُ	أَسْمُ
وَأَضْرِبُ	فَأَصْبِرُ
فَأَغْفِرُ	وَأَعْبُدُ
وَأَنْظُرُ	أَكْشِفُ



Chapter Seven

The Natural Elongation

Objectives

Upon finishing this chapter, with Allāh’s permission, the student will be able to:

- Identify the letters of natural elongation.
- Read the letters of natural elongation correctly.





For the Teacher

The letters of natural elongation are three: alif, wāw, and yā'

(ا - و - ي).

When is a letter considered a natural elongation?

When an alif is preceded by a fathah (اَ), or a wāw by a dammah (وُ), or a yā' by a kasrah (يِ).

Do the letters of elongation ever have vowels?

Th letters of elongation will never have any vowels, be it fathah, kasrah, or dammah.

Reading Method:

Explanation (p.67):

1. The student reads the first letter with its vowel (اَ). Then, he reads the first letter along with the elongation letter (اَآ). Then, he reads the third letter with its vowel (بِ). Then, he reads the entire word (اَبَ).
2. He continues using this method for the lesson's examples.



The Natural Elongation

ا

Examples of Natural Elongation
With The Letter Alif

رَانَ خَافَ تَابَ
قَامَ عَادَ طَافَ

و

Examples of Natural Elongation
With The Letter Wāw

سُورَةٌ رَسُولٌ أَعُوذُ
هُودٍ غَفُورٌ شَكُورٌ

ي

Examples of Natural Elongation
With The Letter Yā'

شَدِيدٌ دِينٍ خَيْرٌ
مُبِينٌ قَدِيرٌ عَيْشَةٍ



Chapter Eight

The Alif After The Masculine Plural Pronoun

Objectives

Upon finishing this chapter, with Allāh's permission, the student will be able to:

- Identify the alif after the masculine plural pronoun [i.e., wāw al-jamā'ah].



**For the Teacher**

The alif after the masculine plural pronoun is the alif located at the end of a verb after a masculine plural pronoun, e.g., (صَلُّوا).

The reason why the alif is written after the wāw is to draw attention to the fact that the wāw indicates a masculine plural. So, in the case that the wāw doesn't indicate a masculine plural, the alif is not written, e.g., (أَرْجُو).

Reading Method:**Explanation (p.71):**

1. He continues using the previous method while reading the lesson's examples.
2. The alif after a masculine plural pronoun is written but never pronounced.



وا

The Alif After The
Masculine Plural Pronoun

تَوَاصَوْا

أَمِرُوا

ذَاقُوا

جَابُوا

زَاعُوا

رَضُوا

قُوا

فَتَنُوا

مَرُّوا

كَلُّوا

يَتَّخِذُوا

نُهُوا



Chapter Nine

The Tied Tā'

Objectives

Upon finishing this chapter, with Allāh's permission, the student will be able to:

- Identify the tied tā' [i.e., at-tā' al-marbūṭah].
- Perfect reading the tied tā' when joining and when stopping on it.



**For the Teacher**

The tied tā': A tā' at the end of a word that is written like a hā' when it appears at the end of a word and has two dots above it (آ - ة). When joining, it is pronounced as a tā', and when stopping on it, it is pronounced as a hā'.

Reading Method:**Explanation (p.75):**

1. The student continues using the previous method while reading the lesson's examples.
2. He reads the tied tā' once while joining and once while stopping on it.
 - **When joining**, it is read as a tā' with its vowel.
 - **When stopping on it**, it is read as a hā' with a sukūn.



The Tied Tā'

When Stopping	When Joining
عَالِيَهُ	عَالِيَةٍ
فِيَّهِ	فِيَّتِ

Examples of
the Tied Tā'

تِسْعَةً	بَرَرَةٍ
زَجْرَةٌ	رِحْلَةٌ
صُورَةٌ	سَفْرَةٌ
قِسْمَةٌ	فِتْنَةٌ
نِعْمَةٌ	لَيْلَةٌ



Chapter Ten

The Lunar and Solar Lāms

Objectives

Upon finishing this chapter, with Allāh's permission, the student will be able to:

- Distinguish between the lunar and solar lāms.
- Read the lunar and solar lāms correctly.





For the Teacher

The lunar lām: A lām preceded by a hamzat al-waṣl at the beginning of the word, and this lām is written and pronounced.

The solar lām: A lām preceded by a hamzat al-waṣl at the beginning of the word, and this lām is written but not pronounced.

How Can You Tell the Difference Between the Lunar and Solar Lām?

Put a wāw before the word:

- If you pronounced the lām, then it is a lunar lām.
- If you did not pronounce the lām, then it is a solar lām.

Reading Method:

Explanation of Lesson One (p.79):

1. If a hamzat al-waṣl precedes a lunar lām and is not preceded by a 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 a lunar lām and is also preceded by a letter, then the hamzat al-waṣl is not pronounced and the letter before it is connected directly to the lām that has a sukūn (وَلْ).
3. He continues using the previous method while reading this lesson's examples.

Explanation of Lesson Two (p.80):

1. If a hamzat al-waṣl precedes a solar lām and is not preceded by a letter, then the hamzat al-waṣl is pronounced with a faṭḥah with the double consonant letter after the lām. The lām is ignored while reading, so the word (السَّمَاءُ) is read as if it were (أَسْمَاءُ).
2. If a hamzat al-waṣl precedes a solar lām and is also preceded by a letter, then it (i.e., the letter preceding the hamzat al-waṣl) is read with the double consonant letter after the lām. The hamzat al-waṣl and lām are both ignored while reading (i.e., they're both silent). So, the word (وَالسَّمَاءُ) is read as if it were (وَسْمَاءُ).
3. He continues using the previous method while reading this lesson's examples.

Note:

1. If the lunar lām or the solar lām is preceded by a lām, then the hamzat al-waṣl is neither pronounced nor written, e.g., (لِلنَّاسِ), (لِلْقَمَرِ).
2. If the solar lām preceded by another lām is attached to a word that starts with a lām, then the solar lām and hamzat al-waṣl are neither pronounced nor written, e.g., (لِللِّسَانِ).



Lesson One

The Lunar Lām

وَالْعَصْرِ

الْعَصْرِ

وَالْقَلَمِ

الْقَلَمِ

Examples of

The Lunar Lām

الْجَمْعِ

وَالْبَحْرِ

وَالْخَيْلِ

وَالْحَمْدِ

وَالْفَجْرِ

الْغَضَبِ

الْمُلْكِ

الْكُرْبِ

الْيَمِينِ

الْوَعْدِ



Lesson Two The Solar Lām

وَالرُّوحُ

الرُّوحُ

وَالضُّحَى

الضُّحَى

Examples of The Solar Lām

الثَّابِتِ

التَّغَابِنِ

الذَّهَبِ

الدُّعَاءِ

الشَّمَالِ

وَالسَّاعَةِ

وَالطُّورِ

الصَّمَدِ

النُّورِ

وَالظَّاهِرِ



Chapter Eleven

Reading Words

Objectives

Upon finishing 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 Lessons One, Two, Three, Four and Five (p.83, p.84, p.85, p.86, p.87):

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

Note:

1. If there is a letter with a vowel followed by an elongation at the end of a word, and after it, in the second word, there is a letter with a sukūn, then the first of them is not pronounced when joining.

For example, (وَأَقِيمُوا الصَّلَاةَ). The mīm has a vowel, and after it are two letters with sukūn: wāw and šād. So, the wāw is omitted, and the word is read as if it were (وَأَقِيمُصَلَاةً). As for the alif that appears after the masculine plural pronoun, the hamzat al-waṣl, and the solar lām, then none of them are pronounced when joining.

Similarly, (ذَا الْقُرْبَى). The dhāl has a vowel followed by two letters with sukūn: alif and the lunar lām. So, the alif is omitted, then the word is read as if it were (ذَلْقُرْبَى). As for the hamzat al-waṣl, then it is never pronounced when joining.

2. The word (اللَّهُ) is written without an alif after the double consonant lām due to its frequent use. It is pronounced as if it were (اللَّهَ).
3. The word (إِلَهَ) is written without an alif after the lām due to its frequent use. It is pronounced as if it were (إِلَاةَ).
4. The word (الرَّحْمَنَ) is written without an alif after the mīm due to its frequent use. It is pronounced as if it were (الرَّحْمَانِ).



Lesson One
Examples of Reading Two Words

اللَّهُ رَبِّي

الإِسْلَامُ 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 عَلَيْكُمْ لَحَافِظِينَ

إِنَّهُ لَقُرْآنٌ كَرِيمٌ

أَهْدِنَا 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

وَأَتِ 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 Paragraph**

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

Upon finishing this chapter, with Allāh's permission, the student will be able to:

- Identify some 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 vowels.



For the Teacher

The head of a small ḥā' (حَ): This indicates a letter with sukūn and is read the same way mentioned in the lesson about sukūn.

The head of a small ṣād above a hamzat al-waṣl (أَ): This indicates that this hamzah is a hamzat al-waṣl and is read the same way mentioned in the lesson about hamzat al-waṣl.

Elongation symbol (◌◌): This indicates that the letter is elongated longer than normal.

Hamzah followed by an alif (أء): This is read as if it were (إ), and it is called madd badal. It is read the same way mentioned in the lesson about the natural elongation (i.e., al-madd aṭ-ṭabī'ī).

A small version of an elongation letter after a large letter (ع - ه - و): This indicates that they are read together, in the same way mentioned in the lesson about the natural elongation.

A small alif (ا) or small sīn (ص) above a large letter: This indicates that the small letter is read, and while the large one is not.

An oval above an alif (ا): This indicates that the alif is pronounced when stopping on it and silent while joining.

A circle above a weak letter (ي - و - ا): This indicates that the letter is silent (i.e., not pronounced).

Note: The student reads the examples the same way 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 vowel: a faṭḥah (نَسِي), kasrah (يُحِي), ḍammah (أُبْعِي), or the head of a small ḥā' such as (أُنِي), then it is a yā' (ي).
2. If it is free of any vowels, and does not have the head of a small ḥā' above it, then the vowel of the letter before it should be looked at. If it is a kasrah, then it is a yā', e.g., (عِيَادِي), and if it is a faṭḥah, then it is an alif maqṣūrah, e.g., (أَلْهَدِي).



ح

Lesson One The Head of a Small Ḥā'

ح

Examples of The Head of a
Small Ḥā'

طَلَعٌ

خَلْفٌ

حَبْلٌ

وَجْهٌ

نَحْنُ

قَبْلٌ



ص

Lesson Two The Head of a Small Ṣād

ص

Examples of The Head of a
Small Ṣād

وَالشَّجَرِ

وَالتِّينِ

وَالْبَلَدِ

النَّاسِ

وَالطَّارِقِ

الصَّيْفِ



Lesson Three The Elongation Symbol

Examples of The
Elongation Symbol

فِدَاءٌ الضَّالِّينَ جَاءَ
هَوًّا لَاءِ مَائِدَةً قُرُوءٍ



Lesson Four A Hamzah Followed By An Alif

Examples of A Hamzah
Followed By An Alif

How it is read	The Qur'anic Script
وَاتِ	وَعَاتِ
آدَمُ	ءَادَمُ
آمَنُوا	ءَامَنُوا
الْقُرْآنُ	الْقُرْءَانُ



Lesson Five

A Small Letter Following a Large One

ا و ے

Examples of The
Small Alif

ذَالِكَ لَكِنَّ مَلَائِكَةً
هَذَا وَعَدْنَا يَا أَيُّهَا

Examples of The
Small Wāw

بَعْدَهُ حَمَلُهُ دَاوُدَ
كَانَهُ نِعْمَتَهُ وَعَدَهُ

Examples of The
Small Yā'

دُونِهِ رَحْمَتِهِ سَبِيلِهِ
طَعَامِهِ ظَهْرِهِ وَرَائِهِ



Lesson Six: A Small Alif (ا) or Small Sin (س) Above a Large Letter

ا - س

Examples of
A Small Letter Above a Large One

الصَّلَاةِ الزَّكَاةِ الْحَيَاةِ
يَبْصُرُ مَوْلَاهُ كَمِشْكُوتٍ



0

Lesson Seven: The Oval

0

Examples of
An Oval

السَّبِيلِ الرَّسُولِ أَنَا
لَكِنَّا قَوَارِيرًا الظُّنُونِ



Lesson Eight: **The Circle**



Examples of
A Circle

قَالُوا

ثَمُودًا

أَوْلَآئِكَ

يَتْلُوا

نَبَايَ

مِائَةٍ



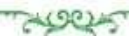
Chapter Thirteen

Numbers

Objectives

Upon finishing 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 the following method.

ithnān	٢	wāḥid	١	ṣifr	٠
khamsah	٥	arba'ah	٤	thalāthah	٣
thamāniyah	٨	sab'ah	٧	sittah	٦
aḥada 'ashar	١١	'asharah	١٠	tis'ah	٩
arba'ata 'ashar	١٤	thalāthata 'ashar	١٣	ithnā 'ashar	١٢
sab'ata 'ashar	١٧	sittata 'ashar	١٦	khamsata 'ashar	١٥
ishrūn	٢٠	tis'ata 'ashar	١٩	thamāniyata 'ashar	١٨



Numbers

٢	2	١	1	٠	0
٥	5	٤	4	٣	3
٨	8	٧	7	٦	6
١١	11	١٠	10	٩	9
١٤	14	١٣	13	١٢	12
١٧	17	١٦	16	١٥	15
٢٠	20	١٩	19	١٨	18

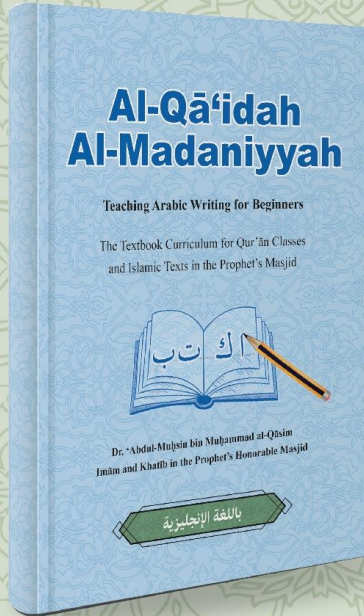
**Table of Contents**

Preface.....	5
My Methodology in the Book.....	6
The Features of Al Qā'idah Al-Madaniyyah	8
The Objectives of Al-Qā'idah Al-Madaniyyah	9
The Curriculum, Step-by-Step.....	10
Introduction.....	11
Chapter One: The Alphabet	13
Chapter Two: Letters with Vowels (i.e., Ḥarakāt) and the Absence of Vowels (i.e., sukūn)	23
Chapter Three: Letters with Nunation (i.e., Tanwīn)	35
Chapter Four: Letters with Double Consonants (i.e., Shaddah) and Vowels	43
Chapter Five: Letters with Double Consonants and Nunation (i.e., Shaddah and Tanwīn)	51
Chapter Six: Hamzat al-Qaṭ' and Hamzat al-Waṣl	61
Chapter Seven: The Natural Elongation (i.e., Al-Madd aṭ-Ṭabī'i)	65
Chapter Eight: The Alif After The Masculine Plural Pronoun (i.e., Wāw al-Jamā'ah)	69
Chapter Nine: The Tied Tā' (i.e., at-Tā' al-Marbūṭah)	73
Chapter Ten: The Lunar and Solar Lāms (i.e., al-Lām al-Qamariyyah and al-Lām ash-Shamsiyyah)	77
Chapter Eleven: Reading Words	81
Chapter Twelve: Terms of the Qur'ānic Script	89
Chapter Thirteen: Numbers	97
Table of Contents.....	100

Taalib al-ilm Foundation for publishing and distribution

00966506090448





ONE OF OUR
PUBLICATIONS

Al-Qā'idah Al-Madaniyyah

- The easiest and quickest way for learning to read the Arabic language.
- Suitable for both older and younger students.
- Built on knowledge based foundations and its simple methods.
- Distinguished with many easy to understand examples.
- Keeping up with modern technology, it has an application that helps with listening and reading correctly.
- Coupled with a single book for learning how to write.
- It contains guidelines for teachers to help them know the correct way to teach.