

Learning how to recite the Qur'an



Foreword

In the name of Allah, the all Merciful, the all Compassionate. It is our religious duty as Muslims to read and ponder over the Holy Qur'an. The Holy Qur'an is the only book which is widely read in its original.

In earlier days, the Madressas teaching the Holy Qur'an normally divided the lessons into two distinctive parts. The students had to go through the first part, always thinking that until they completed it, they would not be able to recite anything from the second part. The mental inhibition resulted in years of laborious study. This new booklet tries to impress upon the students that once he or she is able to recognize the Arabic Letters phonetically, in both its individual and combined form, Al-Qur'an Al-Majeed can be read and recited from any part. Thus the psychological barrier is lifted from the tender minds.

Teachers and students following this plan will soon realise that the Holy Qur'an can be taught with a minimum of effort and within a remarkably short period. Of course the students have then to develop and cultivate fluency by constant reading.

We hope that all Madressas will adopt this method of teaching and will send a feedback to us so that we may improve later edition.

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RECITATION MANNERS

It is recommended that before you start to recite the Holy Qur'an you:

1. Do Wudhoo (to touch the letters of the Holy Qur'an, wudhoo is wajib).
2. Sit facing the Qibla. Sit respectfully holding the Holy Qur'an in your hands or placing it on a table or a Qur'an stand.
3. Cover your hair with a cap (boys) or a scarf (girls) as a mark of respect.
4. Always start the recitation with

أَعُوْذُ بِاللّٰهِ مِنَ الشَّيْطَانِ الرَّجِيْمِ

(Sura Nahl : 98)

And then

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

5. Never leave the Holy Qur'an open and unattended.
6. Read clearly and distinctly without rushing, with proper Makhraj and Tajweed.
7. Finally, our aim should be as said by Imam Ali Zaynul Aabideen (pbuh) in his book of Duas (Supplication):
"O Allah ! Make the Qur'an a ladder by which I may climb to the place of safety."



INTRODUCTION TO TEACHING

1. It is important to get to know the student first. Address the student as an individual, maybe even writing their names in Arabic on a piece of paper and asking them to copy it on this book. If the student is very young then maybe a dot to dot impression for him/her to join up will be useful.
2. Ensure that the student is comfortable. An uncomfortable student cannot concentrate on the work. Teaching through fear is abhorred in the tradition of our Ma'sumeen.
3. Explain how important the Arabic language is, for it is the language that Allah chose for the Holy Qur'an from all the other languages. Because the Holy Qur'an is Allah's words then we should show respect. Encourage the habit of using a clear plastic sheet over the page or use a bookmark for reciting to avoid touching letters.
4. Ensure that the Recitation Manners on page 4 are adhered to. Impressions formed at the first lesson are very hard to change later.
5. With each lesson take as much time as necessary until the student is comfortable with recitation. Do not compare one student with the other, every one is unique.
6. Use progress chart on page 145.
7. Finally, always remember you are teaching for Allah's pleasure.



TEACHER'S NOTES

In this book the method of teaching used is the Phonetic Method i.e. teach sound and not name of the letters. This method is used widely in schools to teach languages and the point to be remembered here is that it is the sound of the letter that is to be taught and not the names. Through this method the student need not worry about both the sounds and the names of the letters which form a word but can concentrate on pronouncing the word.

The first lesson shows all the letters with fatha. Point to the letter and say the sound making sure that the student pronounces it correctly after you. Show the student the position of tongue with reference to the Makharij Chart on pages 7-11. The most important Lessons are 1 to 9 for they lay the foundation. Always say the sounds clearly pointing out the similar sounding letters and making sure that the student can recognize the difference when they are heard or pronounced.

For students who do not speak Arabic it is always better to use examples of words that they are familiar with in their own language. For example (ش) as in shirt.

Always refer to the Holy Qur'an, finding the appropriate words which the student may be able to identify and increase it's usage as the student progresses.

Encourage slow and audible recitation. The aim is to recite correctly and not too quickly. Encourage the student to recite audibly from the beginning so that the recitation is done at a correct pace. Those who recite silently tend to recite too fast or get disoriented whenever they recite audibly.



MAKHRAJ

Makhraj (pl. makharij) means the place in your mouth from which the sound of the letter must come to give correct pronunciation.

To be able to achieve the correct sound it is important first to teach the student where the sound should come from and in most cases where his tongue should be. You will have to refer back to the chart on the following 4 pages repeatedly.

Do the following exercise with the student:

1. Place your tongue between your teeth and say 'th' ث as in think, thought, thorn, thistle. Show the difference with 'dh' ذ as in the, this, them, those, that. On page 10 we have used 'dh' for ذ to suit the grouping.
2. Touch your bottom teeth with your tongue and say 's' س
3. Touch the far left upper teeth (molars) with your tongue and say 'dh' ض.
4. By blocking the passage from the throat say 'Q' ق. This may be achieved at first by gently pressing the throat.
5. Say 'h' ح from the throat. It should sound deep. Repeat with 'u' ع.



MAKHARIJ REFERENCE CHART

The makharij of similar sounding letters have been grouped together in the next four pages so that teachers and students can refer to them all the time.

The equivalent English letters are the most commonly used to convey similar Arabic sounds. Care should be taken on the actual pronunciation.

METHOD OF PRONUNCIATION	ARABIC LETTER	ENGLISH LETTER
<p>ا the tongue is flat in the mouth and the sound comes from the centre of the mouth.</p> <p>ع With the tongue at the back of the mouth the sound comes from the throat and is a hoarse 'u'.</p> <p>ء is a lighter version of ع with the sound coming from the throat. It is written on it's own and carried و or ي</p>	<p>ا</p> <p>ع</p> <p>ء</p>	<p></p> <p>U</p>
<p>With both these sounds your tongue touches the roots of the upper teeth.</p> <p>ت the tongue is straight</p> <p>ط the tongue is brought down with force.</p>	<p>ت</p> <p>ط</p>	<p>T</p>



MAKHARIJ CHART (contd.)

METHOD OF PRONUNCIATION	ARABIC LETTER	ENGLISH LETTER
ث is pronounced by placing the tongue between the teeth as 'TH' in thumb, thirst, think.	ث	TH
س is pronounced with the tip of the tongue touching the roots of the lower front teeth.	س	S
ص is pronounced with the tip of the tongue touching the roots of the upper front teeth.	ص	
س is a hissing sound		
ص is a whistling sound.		



MAKHARIJ CHART (contd.)

METHOD OF PRONUNCIATION	ARABIC LETTER	ENGLISH LETTER
ز is pronounced as 'Z' sound	ز	Z
ذ is pronounced by keeping the tongue flat in the mouth between the teeth.	ذ	DH
ظ is pronounced by raised tongue between the teeth and bringing it down with force.	ظ	
ض is pronounced by the whole tongue raised to the upper palate and with full mouth.	ض	

All the three 'DH' sounds occur in the last sentence of the Dua we usually recite after Salatul Eisha:

اللَّهُ ذُو فَضْلٍ عَظِيمٍ

God is limitless in his great bounty.

(2:105)



MAKHRIJ CHART (contd.)

METHOD OF PRONUNCIATION	ARABIC LETTER	ENGLISH LETTER
<p>ك is pronounced 'K' with the tongue in the centre of the month.</p> <p>ق is pronounced by blocking the passage of the throat at the back with the tongue. The sound is a heavy 'Q'</p>	<p>ك</p> <p>ق</p>	<p>K</p>
<p>Although both خ & غ are throaty</p> <p>خ is a distinctive 'KH' sound like when you are clearing the throat</p> <p>غ is 'GH' like when you care gargling. care should be taken not to pronounce غ as 'G'.</p>		<p>KH</p> <p>GH</p>
<p>ه is pronounced as a normal 'H' from the chest.</p> <p>ح is the 'H' pronounced from the throat while pushing air out.</p>	<p>ه</p> <p>ح</p>	<p>H</p>



The remaining Arabic letters with equivalent English sounding letters.

B	ب
J	ج
D	د
R	ر
SH	ش
F	ف
L	ل
M	م
N	ن
W	و
Y	ي



ENGLISH VOWELS AND THEIR ARABIC EQUIVALENTS

English	Sound	Arabic
a	Mast barn farm	Long Vowel ا OR آ
e	Mess Belt Fell	No Equivalent
i	Mist Bin Fig	Kasra إ
o	Most Boss Frost	No Equivalent
u	Must Bun Fund	Fatha أ
u	Bull Full Pull	Dhamma ؤ
ee	Feet Sleep	Long Vowel ي
oo	Moon Soon	Long Vowel و



LESSON NOTES 1

Letter Recognition and Fatha

There are three short vowels in Arabic: they are called 'haraka'.

Fatha فُتْحَة َ	Kasra كَسْرَة ِ
and Dhamma ذِمَّة ُ	

Fatha is a small slanting stroke above the letter.

The fatha is a short vowel whose sound is 'u' as it sounds in ultra, umbrella, under

OR the 'a' as it sound in: Anwer, Asgher, Akber, America

Fatha should not be pronounced as the 'a' sound in: Africa, far.

Point out the fatha to the student. Using the Makharij Chart on pages 7-11 and explain the sound of each letter.



LESSON 1

Letter Recognition and Fatha

َ

أَبَتْ ثَجَ حَخ

دَز رَز سَش

صَض طَظ

عَغ فَق كَل

مَن وَهَءَي

LESSON NOTES 2

Letters by Families and Nuqta

1. At the beginning of this book Arabic is taught through the sound of the letter rather than the alphabetic name.
2. Tell the student that the letters are grouped into families. It is the 'nuqta'(dot) that differentiates one member of the family from the other.
3. THE BOAT FAMILY
Draw a row of empty 'boats' with the fatha. Show the student how you can make the sounds change just by adjusting the position and number of dots.



The boat family have adopted يَ and نَ

4. Repeat the exercise with all the families asking the student to place the 'nuqta'.
5. Refer back to Lesson 1 asking the student to point out the sound he/she knows.

The عَ likes to be carried by يَ و ا



LESSON 2

Letters by Families and Nuqta

The Arabic sounds can be grouped in to families. Each family has a distinct Quality. The 'nuqta' - dot differentiates one member of a family from another.

بَ تَ ثَ نَ يَ
جَ حَ خَ
سَ شَ
صَ ضَ طَ ظَ
عَ غَ فَ قَ

Non Family Letters

أَ كَ لَ مَ وَ هَ ءَ



LESSON NOTES 3

Similar Sounding Letters

This is one of the most important lessons in sound recognition. The student must be able to differentiate the sounds of similar sounding letters refer to Makharij Chart on pages 8 to 11. The sound recognition should not just be when pronounced but also when heard. First say the following words letting the student watch your mouth. Ask the student to differentiate the sounds. Explain how the meaning Changes using the following words.

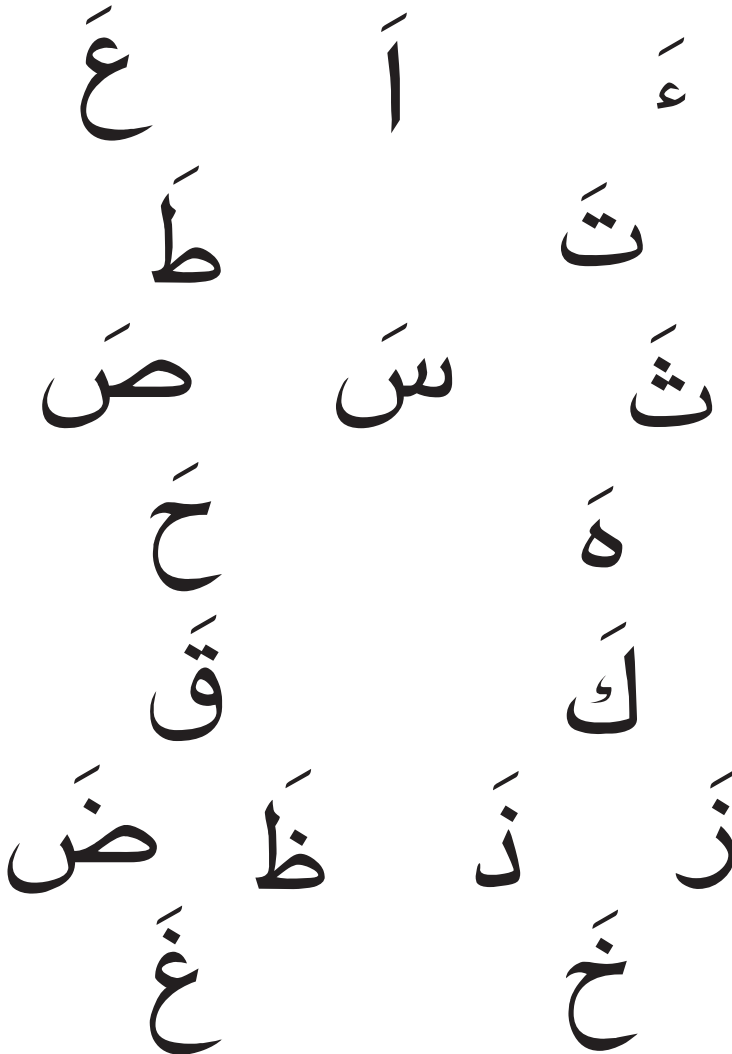
Hasten	عَجَلَ	Delay	أَجَلَ
Clay	طِينٍ	Fig	تَيْنٍ
	أَثِيلُ	أَحْيَلُ	أَسِيلُ
	Deep rooted	Late afternoon	Smooth
Sacrifice	نَحَرَ	River	نَهَرَ
Eat	كُلَّ	Say	قُلَّ
To stray	خَضَلَّ	To be	ظَلَّ
To Slip	زَلَّ	Humble	ذَلَّ
Iron collar, chain	غَلَّ	Vinegar	خَلَّ
Blessing	صَلَّى	Slay	سَلَّى



LESSON 3

Similar Sounding Letters

Similar sounding letters in Arabic if not pronounced correctly changes the meaning of the word completely.



LESSON NOTES 4

Letter Recognition Practice

At this stage the student should have mastered all the sounds and be able to recognize them without any trouble (a little assistance in pointing out the position of nuqta may be necessary).

The lesson must be read as a whole in one go and not line by line on different days as 'sabak'.

This lesson is an evaluation of what has been taught. First ask the student to read lesson 1 which he/she should be able to complete in approximately 1 minute.

A student who has mastered all the sounds should be able to read lesson 4 in approximately 3 minutes.



LESSON NOTES 4

Letter Recognition Practice

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



LESSON NOTES 5

First Arabic Words

Give the lesson importance by telling the student that he/she can now actually read Arabic words. Check fatha, short vowel sound and Makharij. Flash cards may be made of the words. You may also write or draw the meaning at the back of the card. Words and their meanings are as below.

دَرَسَ	عَمَلَ	أَكَلَ
He studies	he worked	he ate
كَتَبَ	ضَرَبَ	ذَبَحَ
He wrote	He beat	He slaughtered
مَطَرَ	ظَهَرَ	قَرَأَ
It rained	he appeared	he read
رَسَمَ	غَرَسَ	تَرَكَ
He drew	he planted	he left
فَلَحَ	سَجَدَ	فَتَحَ
He succeeded	he prostrated	he opened
حَمَلَ	شَكَرَ	حَضَرَ
He carried	he was thankful	he attended
مَثَلَ	جَلَسَ	سَكَنَ
It resembled	he sat	he was at peace



LESSON NOTES 5

First Arabic Words



In this lesson the letters with fatha are grouped together to form the first Arabic words.

أَكَلَ	عَمَلَ	دَرَسَ
ذَبَحَ	ضَرَبَ	كَتَبَ
قَرَأَ	ظَهَرَ	مَطَرَ
تَرَكَ	غَرَسَ	رَسَمَ
فَتَحَ	سَجَدَ	فَلَحَ
حَضَرَ	شَكَرَ	حَمَلَ
سَكَنَ	جَلَسَ	مَثَلَ



LESSON NOTES 6

Joining Letters

1. Take the student back to lesson 2 and remind him/her of the families.
2. Start with the boat family and their two adopted sounds  and  explain that when the letters are joined the tails are cut off except at the end of a word.
3. Go through the chart asking the student to find the members of a family and pointing out the similar forms of the letters only identified by the change in the position of 'nuqta'.
4. Play a game with the student asking him/her to find a particular letter in the middle, or in the beginning whilst covering the column with the complete letter.
5. This lesson is to be used in conjunction with lessons 8 to 20.



LESSON NOTES 6

Joining Letters

In this lesson we look at the different forms a letter takes depending on its position in a word.

End	Middle	Beginning	Letter
بَ	بِ	بُ	بَ
تَ	تِ	تُ	تَ
ثَ	ثِ	ثُ	ثَ
نَ	نِ	نُ	نَ
يَ	يِ	يُ	يَ
هَ	هِ	هُ	هَ
وَهَ	وهِ	وهُ	وَهَ



LESSON 6 (Contd.)

Joining Letters

End	Middle	Beginning	Letter
جَ	جِ	بِ	بِجَ
حَ	حِ	رِ	رِحَ
خَ	خِ	زِ	زِخَ
عَ	عِ	دِ	دِعَ
غَ	غِ	ذِ	ذِغَ
طَ	طِ	ظِ	ظِطَ
قَ	قِ	فِ	فِقَ



LESSON 6 (Contd.)

Joining Letters

End	Middle	Beginning	Letter
سَ	سَد	سَد	سَ
شَ	شَد	شَد	شَ
صَ	صَد	صَد	صَ
ضَ	ضَد	ضَد	ضَ
طَ	طَ	طَ	طَ
ظَ	ظَ	ظَ	ظَ
كَ	كَ	كَ	كَ
لَ	لَ	لَ	لَ



LESSON 6 (Contd.)

Joining Letters

The following six letters do not join at the beginning or in the middle. They only join at the end of a word.

End

أ
د
ذ
ر
ز
و

Letter

أ
د
ذ
ر
ز
و

When letter ا follows letter ل, there are two ways of writing:

لا OR لا

At the end of a word, when ل written with 2 dots at the top ل

Read as لا if continuing

Read as لا if Stopping



LESSON 6 (Contd.)

Joining Letters

Hamza ع

ع does not change its form and does not join and cannot be joined to. Most of the time it is carried by ا in the beginning and by ي و ا in the middle.

There are 2 kinds of ع

i) هَمْزَةُ الْقَطْعِ

This ع will be pronounced with the sound 'U' irrespective of where it appears. e.g.

أَمْرَ يَأْمُرُونَ سُوءَ

This kind of ع is written either on ا e.g. سَأَلَ

on ي e.g. شِئْتَ or on ا e.g. رَوُّوفٌ

ii) هَمْزَةُ الْوَصْلِ Written at the beginning of a word followed by a letter with sukun. It is there only to facilitate recitation.

It is indicated by the sign ا

إِسْمٍ With ب = بِاسْمِ

It is also the 'l' in the definite article - اَلْ

وَالَّذِي = الَّذِي + وَ



LESSON 7

Joined letters recognition by number of dots and position of dots.

Sound End Middle Beginning Letter

ONE DOT AT THE TOP - એક ઉપર નુકતાવાળા

N نَ ذَ نَ نَ

KH خَ خَ خَ خَ

GH غَ غَ غَ غَ

F فَ فَ فَ فَ

DH ظَ ظَ ظَ ظَ

DH ضَ ضَ ضَ ضَ

DH ذَ Do not Join Do not Join ذَ

Z زَ Do not Join Do not Join زَ



LESSON 7 (Contd.)

Sound	End	Middle	Beginning	Letter
-------	-----	--------	-----------	--------

ONE DOT AT THE BOTTOM

B	بَ	بِ	بُ	ب
---	----	----	----	---

J	جَ	جِ	جُ	ج
---	----	----	----	---

TWO DOTS AT THE TOP

T	تَ	تِ	تُ	ت
---	----	----	----	---

Q	قَ	قِ	قُ	ق
---	----	----	----	---

TWO DOTS AT THE BOTTOM

Y	يَ	يِ	يُ	ي
---	----	----	----	---

THREE DOTS AT THE TOP

TH	ثَ	ثِ	ثُ	ث
----	----	----	----	---

SH	شَ	شِ	شُ	ش
----	----	----	----	---



LESSON 8

Joining - 2 Letters

In this lesson, two letters at a time have been joined to introduce the student to joining before proceeding onto words.

Students often get confused with the letter ع and ح at the end of a word. Point out the difference (see page 26)

خ ح ج are joined from the middle

غ ع are closed at the top.

The letter ع at the beginning of a word is often confused with ء Tell the student that ء is never joined. and is always Carried.

An easy way to differentiate between the boat family and ق ف is to tell the student that these two have a 'loop'. (see page 25)

Student often gets confused with ل & | , point out that

' | ' can only join at the end eg. فَآ

ل has tail when it is at the end of a word فَلْ



LESSON 8 (Contd.)

Joining - 2 Letters

بَلْ تَرَنْمَ ثَحْ يَكْ بَوْ
جَبْ حَطْ خَوْ بَجْ ثَحْ نَخْ
سَبْ شَلْ سَقْ شَغْ شَخْ
صَقْ ضَخْ لَصْ تَضْ صَلْ
طَسْ ظَفْ حَطْ بَظْ طَوْ
عَفْ غَشْ عَوْ لَعْ خَغْ
فَسْ قَيْ خَفْ نَقْ قَتْ
مَتْ كَمْ لَكْ مَيْ مَلْ



LESSON NOTES 9

Joining - 3 Letter Words

This Lesson shows each letter in the three possible shapes in a word.

The student should now be able to read words containing three joined letters.

If the student gets confused with letters of the same family then point out the position and number of 'nuqta'. See Lesson 7

The words in the lesson have been grouped according to the relevant families to facilitate easy recognition.

By the end of this lesson, the student should be conversant with the sounds of all letters.

DO NOT PROCEED to Lesson 10 until Makharij and recognition of all letters is faultless.



LESSON 9

Joining - 3 Letter Words

End

Middle

Beginning

بَ بَسَطَ قَبَسَ خَطَبَ

تَ تَبَكَ شَتَمَ صَمَتَ

ثَ ثَبَتَ مَثَلَ مَكَثَ

نَ نَصَرَ مَنَعَ سَكَنَ

يَ يَمَنَ يَبِيعَ لَقِيَ

فَ فَحَصَ نَفَثَ لَطَفَ

قَ قَسَمَ سَقَطَ خَلَقَ



LESSON 9 (Contd.)

Joining - 3 Letter Words

End

Middle

Beginning

جَ جَلَسَ فَجَرَ فَلَجَ

حَ حَمَلَ نَحَرَ فَلَحَ

خَ خَلَقَ فَخَرَ مَسَخَ

عَ عَبَسَ فَعَلَ لَمَعَ

غَ غَفَرَ ضَغَطَ مَضَغَ

مَ مَقَتَ خَمَصَ كَلَمَ

هَ هَضَمَ نَهَرَ فَكَّهَ



LESSON 9 (Contd.)

Joining - 3 Letter Words

End	Middle	Beginning	
قَبَسَ	حَسَدَ	سَلَكَ	سَ
حَمَشَ	كَشَفَ	شَكَرَ	شَ
فَحَصَ	بَصَرَ	صَبَرَ	صَ
نَهَضَ	عَضَدَ	ضَغَطَ	ضَ
مَشَطَ	فَطَنَ	طَلَعَ	طَ
لَفَظَ	حَظَرَ	ظَهَرَ	ظَ
مَلَكَ	سَكَنَ	كَسَرَ	كَ
حَمَلَ	خَلَقَ	لَطَفَ	لَ



LESSON 9 (Contd.)

Joining - 3 Letter Words

Six letters cannot be joined to the letters that follow

End

Middle

Beginning

أَ أَمَرَ سَأَلَ نَبَأَ

دَ دَعَبَ خَدَمَ حَسَدَ

ذَ ذَهَبَ كَذَبَ نَقَذَ

رَ رَفَعَ صَرَعَ مَكَرَ

زَ زَحَمَ حَزَمَ عَجَزَ

وَ وَعَدَ أَوَدَ نَحَوَ



LESSON 9 (Contd.)

Joining - 3 Letter Nuqta Recognition

شَكَرَ	خَدَمَ	بَيَعَ
قَبَسَ	حَمَشَ	نَهَضَ
عَضَدَ	ضَغَطَ	تَبَكَ
حَظَرَ	بَسَطَ	فَجَرَ
مَثَلَ	ذَهَبَ	حَظَرَ
لَقِيَ	خَلَقَ	ثَبَتَ
يَمَنَ	لَطَفَ	لَفَظَ

LESSON NOTE 10

Kasra

Introduce the kasra as being a small slanting stroke below the letter.

The kasra is a short vowel whose sound is 'i' as it sounds in: it, bit, fit, sit... and not to elongate it as 'ee' in eel, beet, feet.

It might be helpful to tell the student to recite with a quick smile whilst reading the Kasra sound.



LESSON 10

Kasra

اَ

اَ بَ تَ ثَ جَ

حَ خَ دَ ذَ رَ

زَ سَ شَ صَ ضَ

طَ ظَ عَ غَ فَ

قَ كَ لَ مَ نَ

وَ هَ هَ يَ

LESSON NOTE 11

Letters with fatha and letters with kasra

In this lesson the initial reading by the student will indicate whether he /she can differentiate between fatha and kasra.

If the students gets confused, gently point out where the haraka is, top or bottom of the letter. Little suggestions like 'smiling face ' and ' straight face ' might help.

Haraka recognition - fatha and kasra Correct pronunciation

Reminder:

Short vowel

Quick smile

Prompt Student



LESSON NOTE 11
Letters with fatha
and letters with kasra

أَ اِ ءِ ءِ لَ لَ حَ حَ هَ هَ

دَ دَ سَ سَ صَ صَ

مَ مَ وَ وَ غَ غَ خَ خَ يَ يَ

تَ تَ طَ طَ جَ جَ قَ قَ كَ كَ

شَ شَ ثَ ثَ زَ زَ ذَ ذَ ضَ ضَ

ظَ ظَ نَ نَ فَ فَ بَ بَ رَ رَ



LESSON NOTES 12

Joined words - fatha and kasra

Revise with the student some words at random, Lesson 9
Pages 34-39.

This will familiarise the student once more with reading words with joined letters and will make this lesson less daunting.

Read the first line for the student asking him/her to watch your mouth. Ask the student to point out the letters with kasra. Can he/she read just those letters to you?

Ask the student to underline the letters with kasra. Now ask him/her to read the first line.

Take as much time as necessary and do not rush through this lesson however easy it may seem. For the student it is a new sign and only when he/she can confidently recite the whole page with words picked out at random, should you move on to the next lesson.

Haraka recognition

Makharij - Correct pronunciation

Joined letter recognition especially the middle one.



LESSON NOTES 12

Joined words

Words with letters which have ' fatha ' and ' kasra '

لَبِيسَ قَبْلَ كَبِرَ لَحِقَ

نَحِمَ فَهَمَ يَسِرَ عِلِمَ

سَمِعَ اِبِلَ بَغَضَ لَقِيَ

شَهِدَ كَسِلَ بَشِمَ عَطَشَ

سَفِهَ قَنِطَ اِرَمَ حَمِدَ

رَضِيَ وَلَدَ مَلِكَ سَنَةِ

خَشِيَ فَتَحَ لَقِيَ مَلِكَ



LESSON NOTES 13

Dhamma

The dhamma is a small comma above the letter.

The dhamma is a short vowel 'u' as it sounds in full, bull, pull.

Take as much time as necessary and do not rush through this lesson however easy it may seem. For the student it is a new sign and only when he/she can confidently recite the whole page with words picked out at random, should you move on to the next lesson.



LESSON 13

Dhamma

ه

أ ب ث ث ج

ح خ د ذ ر

ز س ش ص ض

ط ظ ع غ ف

ق ك ل م ن

و ه ء ي



LESSON NOTES 14

Fatha, kasra and Dhamma

Ask the student to lightly underline all the dhamma sounds and lightly circle all the kasra sounds.

Can he/she find the sound with which his/her name begins?

If the student is slightly confused, it may help to use the straight face (fatha), smiling (kasra) and 'o' (dhamma) suggestions and to refer back to Lessons 11 to 13

After the student has read this Lesson, test for random recognition.



LESSON NOTES 14

Fatha, kasra and Dhamma

ضُ ضِ ضٌ ذُ ذِ ذٌ ظُ ظِ ظٌ
فُ فِ فٌ بُ بِ بٌ نُ نِ نٌ
لُ لِ لٌ غُ غِ غٌ خُ خِ خٌ
تُ تِ تٌ طُ طِ طٌ رُ رِ رٌ
يُ يِ يٌ جُ جِ جٌ قُ قِ قٌ
كُ كِ كٌ سُ سِ سٌ جُ جِ جٌ
دُ دِ دٌ مُ مِ مٌ ثُ ثِ ثٌ
شُ شِ شٌ عُ عِ عٌ حُ حِ حٌ
هُ هِ هٌ زُ زِ زٌ وُ وِ وٌ



LESSON NOTES 15

Words with Fatha, kasra and Dhamma

This is a difficult lesson as it combines up to 87 different sounds. (29 letters x 3 vowels/harakaat sounds).

Read the first line to the student asking him/her to listen to you and watch your mouth.

Ask the student to point out the letters with dhamma and underline them.

Then proceed with the reading.

When the student is fluent then only proceed to the next lesson.



LESSON NOTES 15

Words with Fatha, kasra and Dhamma

Let us now read some words which have letters with all the three short vowels - fatha, kasra & dhamma.

قَرُبَ	شَجِعَ	كَبِرَ	ضَمِرَ
قُدُسَ	شَحِمَ	كُرِمَ	قُبِحَ
رَهَفَ	سُئِلَ	نَضِفَ	أُدِبَ
صَغُرَ	جَدِبَ	يَقْظَ	غَلْظَ
ثَقُلَ	عَسِرَ	سَهِّلَ	بَعُدَ
نُفِخَ	كُتِبَ	خُلِقَ	جُمِعَ
قُتِلَ	سُطِحَ	مُلِكَ	بَصُرَ



LESSON NOTES 16

Sukun

The 'sukun' is a semi circle above a letter. It shows that the letter has no vowel and only the phonetic sound of the letter should be pronounced. The sukun can only be read joined with the previous letter with a haraka - fatha, kasra or dhamma.

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

For example

فَرْحَاتُ

Farhat

أَنْوَرُ

Anwer

أَصْغَرُ

Asghar

Same as in English, letters with no vowel, only the sound read joined with the previous letter e.g.

Orange - there is no vowel after 'n' it is read joined with 'ora'

Master-there is no vowel after 's' it is read joined with 'ma'

When ن with sukun or tanween is followed by ب then the sound of 'N' is altered to 'M'. In most of the Qur'ans, a small م is written above ن. (Lesson 37 Page 98)

Explain to the student that an Arabic word can never begin with a letter bearing sukun.

Note: Different rules apply for sukun on و & ي after fatha (see Lessons 25 and 27)



LESSON 16

Sukun

و

نَمْ زِنْ بَعْ سِرْ سَلْ

صُمْ شَأْ لَمْ ضُعْ اِنْ

شُمْ مُرْ قُلْ رُضْ بَلْ

مُتْ كُلْ مِنْ خُذْ صِفْ

صُنْ زُرْ اَنْ اِنْ قَصْ

صَفْ كُمْ كِفْ هُمْ كَمْ



LESSON NOTES 17

Practice phrases

Phrases with fatha, kasra, dhamma, and sukun.

This lesson contains extracts from ayaat of the Qur'an which the student can read. Point this out to the student as it encourages them.

You will now be able to identify any problems the student may be having in identifying:

Sound of Letters and makharij

Haraka

Sukun

Joined letters

Letters that do not join



LESSON 17

Practice phrases with fatha,
kasra, dhamma, and sukun.

أَلَمْ تَعْلَمْ وَ أَرْسَلَ عَلَيْهِمْ

وَ إِذْ قُلْتُمْ أَنْعَمْتَ عَلَيْهِمْ

وَ مَنْ أَظْلَمُ كَيْفَ رُفِعَتْ

أَمْ كُنْتُمْ وَ لَقَدْ عَلِمْتُمْ

أَلَمْ نَشْرَحْ لَكَ صَدْرَكَ

وَ إِذْ أَخَذَ أَمْ حَسِبْتُمْ أَنْ

عَنْكَ وَزَرَكَ كَيْفَ نُصِيبُ



LESSON NOTES 18

Tanween

An extra vowel (double vowels) is called tanween which adds the sound of 'ن'

Double Fatha makes the sound 'un' as in bun, sun, fun

Double Fatha is always written with 'l' which is not pronounced.

بَا = بَيْنُ سَا = سَيْنُ فَا = فَيْنُ

Double Kasra makes the sound 'in' as in bin, sin, fin

بَا = بَيْنُ سَا = سَيْنُ فَا = فَيْنُ

Double Dhamma (one inverted) makes the sound 'un' as in Khairun, Muntazir, Salaamun

بُ = بُنْ سُ = سُنْ فُ = فُنْ



LESSON 18

Tanween

أَنْ = اَ اِنْ = اِ اُنْ = اُ

مَنْ = مَا مِنْ = مِ مُنْ = مُ

ذَا ذِ ذَا حَا حِ حَا ثَا ثِ ثَا

طَا طِ طَا فَا فِ فَا لَا لِ لَا

كَ كِ كَا عَا عِ عَا هَا هِ هَا

بَا بِ بَا دَا دِ دَا وَا وِ وَا

مَا مِ مَا نَا نِ نَا ضَا ضِ ضَا

كَ كِ كَا رَا رِ رَا هَا هِ هَا



LESSON NOTES 19

Practice with Tanween

As mentioned in Lesson 18, Fatha with tanween is always written with an ' | ' except with the letter ة

Students may get confused with the ' | ' that follows a letter bearing Fatha and Tanween e.g.

بَا

Make sure that the students understand that the ' | ' is not pronounced and does not elongate the sound. This is a rule of Arabic grammar.

But if it is at the end of a sentence and stopping, then tanween is not pronounced and ' | ' becomes the original mudd and the letter is elongated to 2 harakaat with a single vowel. (Lesson 22 Page 64)

بَا

=

بَا



LESSON NOTES 19

Practice with Tanween

أَبَدًا	كَذِبًا	كُتِبَ	غَضِبَ
أَسِفًا	مَثَلًا	رَجُلٌ	فُرُشٌ
لَبَنًا	سَفَرَةً	بَقَرَةً	حُرْمٌ
تَوْبَةً	نَوْمٌ	شَيْءٌ	عَيْنٌ
فَمٌ	قَمَرٌ	بِلَادٍ	شَجَرَةً
نَفْسٍ	غَاسِقٍ	فَتَحَا	بَيْتٌ
لَهَبٍ	حَبْلٌ	حَاسِدٍ	نَارًا
مَرَضًا	عَيْنٍ	كُفُّوا	خَيْرٌ



LESSON NOTES 20

Tashdeed

The sign ـَ above a letter with a haraka is called tashdeed.

A letter bearing a tashdeed is called a Mushaddad.

The letter bearing tashdeed is doubled - the first letter always takes sukun and the second bears the haraka.

Use the names of the children or every day words to explain.

For example: 'm' as in Muham-mad, 'y' as in Sumay-ya.

's' as in Dis-satisfy.

Explain that the sukun hides in the tashdeed. Point out that they must stress the letter which has a tashdeed. Use the following examples:

رَبُّ = رُبُّ = رَبَّ

رَبِّ = رُبِّ = رَبِّ

رَبُّ = رُبُّ = رَبُّ

When a letter bearing a sukun is followed by a letter bearing Tashdeed, then the letter bearing sukun is not read.

Note: You might like to explain that tashdeed looks like 'W' (double you) in English. So the letter is being told "double yourself".



LESSON 20

Tashdeed

إِنَّ أَنْ كُلَّ ظَنٍّ رَبِّ هُنَّ
إِمَّ حَقٍّ سَقَى رَبِّ غَمٍّ صَفَا
صَدَّقَ رَبِّكَ كَذَّبَ لَعَلَّ عِلْمَ
سَبِّحْ رَبَّنَا إِنَّا لِكُلِّ كَانَ
إِيَّاكَ مِلَّةَ نُزِّلَ شَرِّ إِنَّكَ
تَقْبَلُ كَذَّبَتْ أُحِلَّتْ عِلْمَهُ
لِيُطَهَّرَ تَنَفَّسَ يَمُدُّهُمْ نِيْسِرُ
الَّذِينَ مُتَّقِينَ مُنْفَكِّينَ فَسَبِّحُ



LESSON NOTES 21

Rules of Mudd (اَلْمَدُّ الْاَصْلِيّ)

There are 2 kinds of Mudd - Original mudd and Secondary mudd.

1. اَلْمَدُّ الْاَصْلِيّ The Original Mudd

Mudd literally means to elongate. A letter with Mudd is elongated whilst reciting.

The original Mudd is elongated to 2 harakaat - closing 2 fingers.

The original Mudd is:

Fatha — Followed by 'ا' with NO vowel قَالَ

Lesson 22 Page 64

Kasra — followed by ي قِيلَ Lesson 24 Page 68

Dhamma — followed by و قُولِي Lesson 26 Page 72

This is an introduction to the terminology of Mudd



LESSON 21

The Original Mudd

سَا زَا جَا مَا قَا ضَا كَا

اِي بِي فِي حِي ضِي كِي

اُو سُو نُو لُو حُو طُو تُو فُو

صَادَقْ شَاوَرْ قَاسَمَ بِنْتَانِ

كَلْبِي دِيكِي فِيهَا بِيضِي

قُبُورُ يَصُومُ تَتُوبُ يَقُولُ

صِرَاطَ نَسْتَعِينُ مَغْضُوبِ



LESSON NOTES 22

Long Vowel ' | ' and Vertical Fatha

In Lesson 21 Original Mudd the long vowel | was introduced.

Long vowel Fatha: | (without any vowel) elongates the letter with fatha to 2 harakaat e.g. burn to barn, fur to far, curd to card. (Spoken with open mouth).

The letter bearing fatha tanween is always followed with | which is not pronounced. At the end of an aya and stopping, the tanween is dropped and the | elongates the letter to 2 harakaat.

Vertical fatha: Another way of writing the long vowel fatha is to write the fatha vertically without | and the letter is still elongated 2 harakaat.

بَ = بَا = | + بَ

فَ = فَا = | + فَ

كَ = كَا = | + كَ



LESSON NOTES 22

Long Vowel ' | ' and Vertical Fatha

بَا يَا ضَالَا رَا كَا شَا فَا
بُ يِ ضُلْ رُ كُ شُ فُ

قُلْ قَالْ مَالِكْ مَلِكْ
كُتُبْ كِتَابُ ذَالِكْ ذَلِكْ

رَزَقْنَهُمْ خَطِيئَتُكُمْ سُبْحَنَكَ
رِسَالَتِ خَلَّتُكُمْ أَتَيْنَهُمْ
سَمَوَاتِ كَلِمَتِ عُلَمِينَ



LESSON NOTES 23

'Hiccup' and Long Vowel 'ا'

A sukun on the letter ع or 'ا' after a letter with fatha, kasra or dhamma produces a hiccup sound.

Ba'a

بَاءُ

Bi'a

بِيْ

Bu'a

بُوْ

However, when ا bears no sign is after a letter with fatha it elongates the letter, for example from curd to card, must to mast, fur to far (Lesson 21 Page 62 Original Mudd).

Ensure that the 'a' as in bath is elongated to 2 harakaat only.

Ba ('a' as in bath) بَ + ا = بَا

Let the student Compare the first two lines, noting the difference in recitation. Again ensure that the long vowel is elongated to 2 harakaat only - closing 2 fingers.



LESSON 23

'Hiccup - ء' and Long Vowel 'ا'

سَا زَا جَا مَا قَا ضَا كَا

سَا زَا جَا مَا قَا ضَا كَا

تَاكُلُ قَرَأْتُ شِئْتُ جِئْتُ

صَادَقَ شَاوَرَ عَذَابَ جَاعَ

وَأَمْرُ قَاسَمَ بِنْتَانِ طِفْلَانِ

تَأْتِيهِمْ يُؤْمِنُ تَأْخُذُ يُؤْتِيهِ



LESSON NOTES 24

Long Vowel Kasra and Vertical Kasra

In Lesson 21 Page 62 original Mudd, the long vowel 'ي' was introduced.

Long Vowel Kasra:

ي elongates the letter with kasra to 2 harakaat e.g. bin to been, lick to leek, kip to keep, slip to sleep.

Vertical Kasra:

Another way of writing the long vowel kasra is to write the kasra vertically without ي and the letter is still elongated 2 harakaat.

ب = بِي = ب + ي

ل = لِي = ل + ي

ك = كِي = ك + ي



LESSON 24

Long vowel with Kasra and Vertical Kasra

بِي يِي سِي ضِي كِي طِي

ب ي س ض ك ط

إِبْرَهِيمَ إِبْرَهْمَ لَايْلَفَ لَاِلَفَ

وَقِيلَهُ وَقِلَهُ يُحْيِي يُحْيِ

بَعْدَهُ فِيهِ كُتِبَهُ رُسُلُهُ

أَرْضَهُ سَبِيلَهُ رِسَالَتَهُ لِحُكْمِهِ

بِمُزْخَرْحِهِ يَسْتَحْيِ عُلَمِيْنَ



LESSON NOTES 25

Diphtong and Long Vowel يِ (ee)

A sukun on the letter يِ after a letter with a fatha produces the sound 'ai' as in, Maytham, Husain, Slain, Aim

$$\text{بَ} + \text{يِ} = \text{بَيِ}$$

However, when يِ with sukun is after a letter with kasra, it elongates the letter to 2 harakaat making 'i' into long vowel 'ee' for example - slip to sleep, fit to feet, fill to feel. Lesson 21
Page 62 Original Mudd.

$$\text{بِ} + \text{يِ} = \text{بِيِ}$$

Let the student Compare the first two lines, noting the difference in recitation. Again ensure that the letter is elongated to 2 harakaat only - closing 2 fingers.

Note: Dhamma never appears on a letter preceding يِ



LESSON NOTES 25

Diphthong and Long Vowel **يُ** (ee)

أَيُّ بَيُّ فَيُّ حَيُّ ضَيُّ كَيُّ

إَيُّ بِيُّ فِيُّ حِيُّ ضِيُّ كِيُّ

أَيْنَ بَيْنَ جَيْبَ صَيْفَ

كَلْبِي دِيكِي رَاسِي بِيضِي

لَيْلَ رَيْبَ بَيْتِي ضَيْفِي

وَرْدِي قَدَمِي وَجْهِي إِسْمِي



LESSON NOTES 26

Long Vowel Dhamma and Inverted Dhamma

In Lesson 21 Page 62 original Mudd the long vowel **وُ** was introduced.

Long Vowel dhamma:

وُ elongates the letter with dhamma to 2 harakaat e.g. bull to boot, full to fool.

Inverted Dhamma:

Another way of writing the long vowel dhamma is to invert the dhamma without **وُ** and the letter is still elongated to 2 harakaat - closing 2 fingers.

بُ = **بُ** = **بُ + وُ**

لُ = **لُ** = **لُ + وُ**

قُ = **قُ** = **قُ + وُ**



LESSON NOTES 26
Long Vowel Dhamma
and Inverted Dhamma

ضُوْ عُوْ خُوْ دُوْ يُوْ شُوْ لُوْ كُوْ

ضُ عُ خُ دُ يُ شُ لُ كُ

دَاوَدَ سُبْحَنَهُ كِتَبُهُ غَاوَنَ

مَالَهُ مَشْهُودِ أَخْلَدَهُ نُورُهُ

يَلُونِ يَوْمِنُونِ يَرُهُ أَمْرُهُ

أَخْدُوْدِ رِزْقُهُ مَمْنُونِ قَالُوا

مَوَازِينُهُ لَهُ مَوْعُوْدِ رَسُوْلُهُ



LESSON NOTES 27

Diphthong and Long Vowel وُ (oo)

A وُ with sukun after a letter with a fatha produces the sound 'aw' (as in how, now)

$$\text{وُ} = \text{و} + \text{بُ}$$

However, when وُ with sukun is after a letter with dhamma, it elongates the dhamma to 2 harakaat as in boot, fool, moon, soon. See Lesson 21 Page 63 - Original Mudd.

$$\text{وُ} = \text{و} + \text{بُ}$$

Let the student compare the first two lines, noting the difference in recitation. Again ensure that the long vowel is elongated to 2 harakaat only - closing 2 fingers.

Do not rush through the lesson however simple it may seem. Make sure that the long vowel is elongated to 2 harakaat only.

Note: Kasra never appears on a letter preceding وُ .



LESSON NOTES 27

Diphthong and Long Vowel ُو (oo)

أَوْ سَوْنُو لَوْ حَوْطُو تَوْ فَوْ

أَوْ سَوْنُو لَوْ حَوْطُو تَوْ فَوْ

يَوْمَ فَوْقَ حَوْلَ سَوْفَ

قُبُورُ يَصُومُ تَتُوبُ يَقُولُ

سَوَاطِ كَوَثَرَ أَوْهَنَ أَوْوَزَنُو



يَدُورُ يَقُومُ تَرُوحُ يَطُوفُ



LESSON NOTES 28

Rules of Mudd

2. THE SECONDARY MUDD (See Lessons 48-51)

- (i) The secondary mudd is represented by  a thick long line or  a thin long line written above a letter. This indicates that the recitation of the letter should be elongated to 5 haraakat - closing 5 fingers.

الْأَرَأَيْكَ

نِسَاءُ

وَجَاءَ

وَسَوَاءٌ

إِنَّمَا أَمْرُهُ إِذَا أَرَادَ

- (ii) If stopping at the end of an aya:

See lessons 32 and 33 Rules of Stopping



LESSON NOTES 28

Rules of Mudd

يَسَّ هَنِئًا بِمَا ضُعَفَاءُ

حَمَّ عَسَقَ لَا اِكْرَاهُ

نِسَاءُ وَلَا يُضَارُّ اَللَّهُ لَا اِلَهَ

اَلَمْ بِاسْمَاءِ هَوُلَاءِ

طَائِرُ سُفْهَاءُ اِذَا اَرَادَ

مِنَ السَّمَاءِ مِنْ مَّاءٍ وَلَا الضَّالِّينَ

سَيَقُولُ السُّفْهَاءُ فَبِأَيِّ آلَاءِ

LESSON NOTES 29

QALQALA

QALQALA means stress.

The five letters of Qalqala:

ق ط ب ج د

It might help to remember the letters by the words:

قُطِبْ جَدُ

The sound of the above five letters has to be clear as if there is an echo in the following 3 instances: (care has to be taken the echo does not sound like a fatha).

1. When any of the above five letters, at the end of a word, bears a sukun, the sound has to be clear as if there is an echo.

أَشْرَبْ أَعْبُدْ أُصَدِّقْ

Refer (Sura Ikhlas and Sura Falaq)

سُورَةُ الْإِخْلَاصِ - سُورَةُ الْفَلَقِ

2. When stopping at the end of an ayat, and any of the above 5 letters are at the end where the vowel is read as sukun, then the rule of Qalqala is applied as in 1 above.

أَحَدٌ لَهَبٌ إِذَا وَقَبٌ

3. When any of the above 5 letters, bearing a sukun appear in the middle of a word, the rule of Qalqala is applied with less stress.

أُدْرُسُ بِالْقِسْطِ وَجْهَةٌ



LESSON 29

QALQALA

Words with sukun the above five letters which must be pronounced with stress - echo.

ذُقْ

أُبْ

جَدْ

ثِقْ

قَدْ

حَجْ

مَجْلِسْ

إِجْلِسْ

أَعْبُدْ

لَمْ يَلِدْ

إِذْهَبْ

إِشْرَبْ

نَطْمِسْ

أَصْدُقْ

مُحِيطْ

إِقْرَأْ

أَدْخُلْ

أَدْرِسْ

لَمْ يُخْلَقْ

مَسْجِدْ

أَدْفُقْ

إِطْعَامْ

بِالْقِسْطِ

وَجْهَهُ

LESSON 30

The Alphabet

The Arabic alphabet consists of 28 letters. Below are the letters with their Arabic pronunciation as a word. (Not to be confused with phonetic sound)

ا=أَلِفْ

Alif is a consonant and not a letter of the Arabic Alphabet. It is a carrier for ع and also elongates the fatha (MUDD).

Alif is also written ا without any vowel- Alif Maksura.

ب=بَا ت=تَا ث=ثَا

ج=جِيْمُ ح=حَا خ=خَا

د=دَالُ ذ=ذَالُ ر=رَا ز=زَا



LESSON 30 (Contd.)

س سِیْنُ ش شِیْنُ

ص صَاذُ ض ضَاذُ

ط طَا ظ ظَا ع عِیْنُ غ غِیْنُ

ف فَا ق قَا ك كَا

ل لَامُ م مِیْمُ ن نُونُ

و وَاوُ ه هَا ء هَمْزَةٌ ي يَا

LESSON 31

Index of Wuqoof in the Holy Qur'an

From The Qur'an point out the punctuation marks which are called waqf (pl. wuqoof). The most common wuqoof are :

Stop signs at the end of an ayaat	Signs
End of an aya - STOP	○
Sometimes the following letters are placed on the 'O' to indicate various rules of stopping:	
MUST STOP - OTHERWISE MEANING CHANGED	م
STOP - END OF A SECTION	ع
SHOULD STOP - END OF A SENTENCE	ط
CAN STOP OR CONTINUE	ج
STOP (ORDER TO STOP)	ق
OPTIONAL TO STOP OR CONTINUE	لا
IF THERE ARE MORE THAN ONE LETTER, FOLLOW THE TOP MOST.	



LESSON 31 (Contd.)

Index of Wuqoof in the Holy Qur'an

Stops/pause signs in
the middle of an ayaat:

Signs

MUST STOP

م

BETTER TO STOP

ت

BETTER TO STOP

قف

CAN STOP OR CONTINUE

ج

BETTER NOT TO STOP

ص - صل - صلي - ز - ق

MUST NOT STOP

لا

STOP WITHOUT TAKING
ANOTHER BREATH

س سكته

STOP AT THE FIRST OR THE
SECOND BUT NOT AT BOTH

❖ ❖



LESSON 32

Rules of Stopping

It is important to know how to stop or pause at a waqf. The following explains the rules of pausing or stopping in the recitation.

1. When a letter before the waqf has a fatha, kasra, dhamma, kasra tanween or dhamma tanween then the vowel is read as a sukun.

لَكِ م = لَكُ م لَهُ ج = لَهُ ج لَهَبُ ط = لَهَبُ ط

2. When a letter before the waqf has a fatha with tanween followed by ا or ي , then it is recited as a long vowel fatha and elongated to 2 harakaat. Lesson 19 Page 58

رَكِيبًا م = رَكِيبَا طُوِي م = طُوَا

ضَحِي م = ضَحَا غُرُورًا م = غُرُورَا

3. When the letter before the waqf has a long vowel, it is recited as a long vowel and elongated to 2 harakaat. Lesson 21 page 62

وَتَقْوَهَا وَضَحَهَا الذِّكْرِي



شُعَيْبًا ۚ حُسْنًا ۚ أَغْرَقْنَا ۚ

تُطْعُهُمَا ۚ تَقْرُبُوهَا ۚ مَا عَلَّمْتَنَا ۚ

عُرُوشَهَا ۚ حِفْظُهُمَا ۚ كَثِيرًا ۚ

أَوْ رُكْبَانًا ۚ مُتَشَابِهًا ۚ بِهِ كَثِيرًا ۚ

أَيْدِيَنَا ۚ أَنْشَاهَا ۚ إِنَّمَا ۚ

الْوُسْطَىٰ ۚ أَسْتَوَىٰ ۚ مُوسَىٰ ۚ

رُكْبَانًا ۚ نَزَّلْنَا ۚ فَأَنْزَلْنَاهُ ۚ

كَفَرُوا ۚ أَعْبُدُوا ۚ فَاتُوا ۚ

LESSON 33

Rules of Stopping

4. When the 2nd last letter is one of the original Mudd
ا و ي elongate the 3rd last letter to 6 harakat.

تَعْمَلُونَ بَصِيرَةٌ خَالِدُونَ

5. When the letter ت at the end of the word before waqf,
is written with two dots (Taa Marbutah):

read as ه with sukun if stopping,

read as ت with the vowel if continuing.

قُوَّةٌ = قُوَّةُ ط

بَيِّنَةٌ = بَيِّنَةُ ط

written

مَيْسَرَةٌ وَأَنْ تَصَدَّقُوا

stopping

مَيْسَرَتُهُ وَأَنْ تَصَدَّقُوا

continuing

مَيْسَرَةٌ وَأَنْ تَصَدَّقُوا



LESSON 33

Rules of Stopping

تَعْمَلُونَ بِصِرِّهِ ۝ لَا تَعْلَمُونَ ۝

شَيْءٍ عَلَيْهِمْ ۝ خَالِدُونَ ۝ يَفْعَلُ مَا يُرِيدُ ۝

بِالظَّالِمِينَ ۝ مُسْتَقِيمٌ ۝ يَرْجِعُونَ ۝

عُرُوشَهَا ۝ رَحِيمٌ ۝ كَثِيرًا ۝

قَدِيرٌ ۝ بِالذِّينِ ۝ بِهِ كَثِيرًا ۝

مُسْكِينٍ ۝ لِلْمُصَلِّينَ ۝ يُرَأُّونَ ۝

سَاهُونَ ۝ إِبْرَاهِيمَ ۝ عَبْدُونَ ۝

LESSON 34

Rules of Stopping (Contd.)

1. When the letters ' لا ' appears on top of the 'O' at the end of an aya, it is better to continue without stopping.

Written فَلَا أُقْسِمُ بِالْخُنَّسِ ۝ الْجَوَارِ الْكُنَّسِ

Read فَلَا أُقْسِمُ بِالْخُنَّسِ الْجَوَارِ الْكُنَّسِ

2. If stopped at waqf 'O', and the next sentence starts with ' ال ' (definite article), without vowels, followed by a letter with fatha tashdeed. Read the ' ا ' with fatha and the ' ل ' is not read. Lesson 44 Page 115

Written رَبِّ الْعَالَمِينَ ۝ الرَّحْمَنِ الرَّحِيمِ

Read رَبِّ الْعَالَمِينَ ۝ الرَّحْمَنِ الرَّحِيمِ

3. If stopped at waqf 'O', and the next sentence starts with ' ا ' , without vowels, followed by a sukun or tashdeed on the 2nd letter. Read the ' ا ' with the vowel of the 3rd letter.

المُرْسَلِينَ ۝ اتَّبِعُوا = المُرْسَلِينَ ۝ اتَّبِعُوا

Read

Written



LESSON 34 (Contd.)
Stopping Practice (Contd.)

وَيْلٌ لِّكُلِّ هُمَزَةٍ لُّمَزَةٍ ۚ الَّذِي

تَبَّتْ يَدَا أَبِي لَهَبٍ وَتَبَّ ۝

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝

فِي تَضْلِيلٍ ۝ وَ أَرْسَلَ عَلَيْهِمْ

لَا أُقْسِمُ بِهَذَا الْبَلَدِ ۝

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي كَبَدٍ ۝

الَّذِينَ هُمْ يُرَآئُونَ ۝

صُحُفٍ إِبْرَاهِيمَ وَ مُوسَى ۝

LESSON 35

Reading practice with ayaat from the Holy Qur'an

The student should now be able to recognise all the sounds, harakas, sukoon, long vowels, tanween and tashdeed.

The ayaat in this lesson are from the Qur'an. The translations of the ayaat are given under each one :

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ وَإِنْ أَسَأْتُمْ فَلَهَا

" If you do good, you will do good for your own souls, and if you do evil, it shall be for it " (your own soul) Qur'an"

(Bani Israil:7)

يَعْلَمُ مَا بَيْنَ أَيْدِيهِمْ وَمَا خَلْفَهُمْ

"He knows what is before them and what is behind them"

Baqara : 255)

الْيَوْمَ تُجْزَوْنَ مَا كُنْتُمْ تَعْمَلُونَ

" This day (of Judgement) you shall be rewarded for what you did "

(Al Jaathiyaa:28)

لَكُمْ دِينُكُمْ وَلِيَ دِينِ

" For you your religion and for me my religion "

(Al Kafirun:6)

وَإِذَا مَرِضْتُ فَهُوَ يَشْفِينِ

" And when I am sick then He heals me "

(As Shu'ara:80)



LESSON 35 (Contd.)

Reading practice with ayaat from the Holy Qur'an

وَأَقْصِدْ فِي مَشْيِكَ وَاغْضُضْ مِنْ صَوْتِكَ
إِنَّ أَنْكَرَ الْأَصْوَاتِ لَصَوْتُ الْحَمِيرِ

"Hence, be modest in thy bearing, and lower the voice: For, behold, the ugliest of all voice is the (loud) voice of asses...."
(31:19)

يَا أَيُّهَا الَّذِينَ آمَنُوا إِنَّمَا الْخَمْرُ
وَالْمَيْسِرُ وَالْأَنْصَابُ وَالْأَزْلَامُ رِجْسٌ
مِّنْ عَمَلِ الشَّيْطَانِ فَاجْتَنِبُوهُ لَعَلَّكُمْ
تُفْلِحُونَ

"ye who believe! intoxicants and gambling, (dedication of) stones, and (divination by) arrows are an abomination, of satan's handwork: eschew such (abomination) that ye may prosper." (5:90)



LESSON 35 (Contd.)
Reading practice with
ayaat from the Holy Qur'an

أَوْزِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

Al-Muzzammil (Folded in Garments)

Recite the Qur'an Calmly and distinctly, with the mind attuned to its meaning.

(73 : 4)

فَإِذَا قَرَأَهُ فَاتَّبِعْ قُرْآنَهُ

Al-Qiyamah (The Resurrection)

Thus, when we recite it, follow thou its wording (With all thy mind):

(75 : 18)

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَ
أَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

Al-A'raf (the Heights)

Hence, when the Qur'an is voiced, hearken unto it, and listen in silence, so that you might be graced with (God's) mercy.

(7 : 204)



LESSON 35 (Contd.)

Reading practice with ayaat from the Holy Qur'an

و دَاوُدَ وَ سُulaymَانَ إِذْ يَحْكُمْنَ

"And Dawud and Sulayman, when they were judging...."

(Ambiya : 78)

وَمَنْ عِنْدَهُ لَا يَسْتَكْبِرُونَ عَنْ عِبَادَتِهِ وَلَا
يَسْتَحْسِرُونَ

"And those who are with Him are not proud to worship Him,
Nor do they get tired. "

(Ambiya : 19)

قَالَ أَمَنْتُمْ لَهُ قَبْلَ أَنْ آذَنَ لَكُمْ

"He (Firawn) said (to his magicians) : What ! You believe in
Him (Allah) before I give you permission ? "

(Shu'ara : 49)

قَالَ بَلْ فَعَلَهُ كَبِيرُهُمْ هَذَا فَسْأَلُوهُمْ إِنْ
كَانُوا يَنْطِقُونَ

"He (Ibraheem) said : But this the biggest of them (of the
idols) has done it ; So question them if they can speak.."

(Ambiya : 63)



Qur'an Recitation

At this stage the students know all the letters with makharij, harakaat, sukun, tanween, tashdeed, mudd and other signs to facilitate proper recitation.

All the rules of Tajweed have been implemented in the Holy Qur'an, so recitation should not be a problem.

They should now be encouraged to start reciting the Holy Qur'an. You should point out to them that they have just read the Ayaat from the Holy Qur'an in lesson 35, Page 90 to 93.

Start them reciting from Juz Amma backward, the small Suwers first. Quite likely they might have learnt a number of the Suwers by heart. Now is the time to correct their Makharij and other reciting manner (tashdeed, mudd, Qalqala etc). pay special attention to the Makharij of the Suwer recited in the Salaat and correct, as mispronouncing changes the meaning (refer examples Lesson 3 Page 19) and would render the Salaat void.

Make sure they recite by looking in the Holy Qur'an and not from memory. They might then be able to note their mistakes.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

should be corrected especially the resonant ر. If not done at this stage they may carry on reciting incorrectly for the rest of their lives.



TAJWEED

"And recite the Qur'an with Tarteel" 73:4

"Tarteel means that the Holy Qur'an should be recited with Tajweed and with due observance to the rules of Waqf (pausing and stopping)" Imam Ali (pbuh)

Tajweed means to pronounce correctly during recitation. It is a set of rules which dictate how the Holy Qur'an should be recited.

Although these rules of recitation are implemented in the Holy Qur'an to facilitate proper recitation and stopping at Wuqoof. It is very important that the rules themselves are learnt and understood.

In the earlier lessons recitation with Tajweed have been taught. Now the students should be taught the rules and should become fully conversant with them and their application so that they can implement them where there are no indications e.g. in books of Dua and certain copies of the Holy Qur'an.

The rules should be pointed out to the students whilst reciting or make the students pick out the rules from the Holy Qur'an. This will make understanding much easier.

Some younger children might find it difficult to understand but you should still persevere.



LESSON 36

Rules of ن and Tanween

(Double vowels)

There are 4 rules regarding ن and tanween:

1. Idh-har 2. Qalb 3. Idgham 4. Ikhfaa

1. الإظهار - Idh-har (pronounce clearly)

When ن tanween is followed by one of the following six letters حُرُوفُ الْخَلْق then the ن sound should be pronounced clearly.

ا	ه	ع	غ	ح	خ
ا	يَنَآؤَنَ	مِنْ أَحَدٍ	رَسُولٍ أَمِينٍ		
ه	مِنْهُمْ	إِنْ هُوَ	يَوْمَ هُوَ		
ع	يَنْعِقُ	مِنْ عِلْمٍ	سَمِيعٍ عَلِيمٍ		
غ	فَسَيَنْغْضُونَ	مِنْ غِلٍّ	عَزِيزٍ غَفُورٍ		
ح	يَنْحِتُونَ	مِنْ حَسَنَةٍ	عَلِيمٍ حَكِيمٍ		
خ	مُنْحَنَةً	مِنْ خَيْرٍ	قَوْمٍ خَصِمُونَ		



LESSON 36

الْإِظْهَارِ Idh-har

(pronounce clearly) (Contd.)

يَنْعِقُ

إِنْ هُوَ

سَمِيعٌ عَلِيمٌ

مِنْ أَحَدٍ

أَنْهَرُ

مِنْ غَلٍّ

مِنْ عِلْمٍ

رَسُولٌ أَمِينٌ

قَوْمٌ خَصِمُونَ

يُنَجِّتُونَ

مِنْ حَسَنَةٍ

مِنْ خَيْرٍ

سُنْدُسٍ خُضْرٍ

يَوْمَ عَسِيرٍ

رَفْرَفٍ خُضْرٍ

جَنَّةٍ عَرْضُهَا

LESSON 37

Rules of ن and Tanween (Contd.)

2. الْقَلْبُ, - Qalb (The alteration / change)

When ن or tanween is followed by the letter ب, even if it is in the same word, the 'n' ن sound is altered to 'm' م.

The م is "hummed" e.g. slumber, timber, mimbur, ambur.

The Holy Qur'an has a small م written between ن letters and ب similar to given examples.

Read	Rule	Written
مِمُّ بَعْدِ	مِنْ بَعْدِ	مِنْ بَعْدِ
أَمْيَاءَ	أَنْبِيَاءَ	أَنْبِيَاءَ

The rule still applies even if the م is not written, for example in books of dua.



LESSON 37

الْقَلْب - Qalb (The alteration)

مِنْ بَيْنِ ذَنْبٍ مِنْ بَنِي
مِنْ بَعْدِ أَنْبَتُهُ نَفْسٍ بِمَا
أَنْبَتْهُمْ مِنْ بَأْسٍ مَنْ بَلَغَ
كَمَنْ بَاءً أَنْبِيَاءٍ مِنْ بَابٍ

No ۞ written but rule still applies:

خَيْرٌ بِصَيْرٍ سِقَاقٍ بِعِيدٍ
ضَلَّالًا بِعِيدًا بَغْيًا بَيْنَهُمْ
لَطِيفٌ بِعِبَادِهِ رَجَعَ بِعِيدٍ
نَفْسٍ بِمَا حِلٌّ بِهَذَا

LESSON 38 & 39

Rules of ن and Tanween (Contd.)

3. الِإِدْغَامُ - Idgham (Jointly)

When ن or tanween is followed by any of the following 6 letters:

ي ر م ل و ن

then ن or tanween is not read and the letter following is read with tashdeed, hence tashdeed written.

It is easy to remember the letters with words يَرْمُلُونَ

In the Holy Qur'an the tashdeed has been written for guidance. The rule still applies even if the tashdeed has not been written, for example in books of dua.

The following 2 rules apply:

(i) الِإِدْغَامُ كَامِلٌ Idgham Kaamil (complete joining)-LESSON 38

With the letters ' ل ' and ' ر ' the Idgham is complete and is pronounced mushaddad with no trace of the ن or tanween.

مَّر = مَنْ ر = مَّر	مَنْ ر = مَنْ رَر = مَرَر
مَل = مَنْ ل = مَل	مَنْ ل = مَنْ لَل = مَلَل



الإِدْغَامُ Idgham (Joining) (Contd.)

- (ii) الإِدْغَامُ نَاقِصٌ **Idgham Naaqis** (incomplete joining - with ghunna.) - LESSON 39

With the remaining letters ي ن م و there is partial joining. It is easy to remember the letters with the word يَنْمُو

- a). The letters ي and و are pronounced from the nose (ghunna)

مَّنْ يَ = مَّنْ يَّ = مَّيَّ	مَّنْ يَ = مَّنْ يَّ = مَّيَّ
مَّنْ وَ = مَّنْ وَّ = مَّوَّ	مَّنْ وَ = مَّنْ وَّ = مَّوَّ

- (b) Whilst the letters م and ن are literally hummed and stretched to 2 harakaat - closing 2 fingers.

مَّنْ مَّ = مَّنْ مَّ = مَّمْ	مَّنْ مَّ = مَّنْ مَّ = مَّمْ
مَّنْ نَّ = مَّنْ نَّ = مَنَّ	مَّنْ نَّ = مَّنْ نَّ = مَنَّ

The following phrase has both the rules:

هُدًى مِنْ رَبِّهِمْ

In Lessons 38 and 39 the tashdeed has not been written in all the lines. If the rule is understood the student will read the whole lesson with Idgham. If the student is unable to read with Idgham, revise the rule.



LESSON 38

Idgham Kaamil - ر and ل

In some cases tashdeed is not written. The rule still applies, pick these ones.

رِزْقًا لَّكُمْ

مَتَاعًا لَّكُمْ

ذِكْرًا لِّلْعَالَمِينَ

يَوْمَئِذٍ لَّخَبِيرٌ

غَفُورٌ رَّحِيمٌ

مِنْ رَبِّهِمْ

شَيْطَانٍ رَّجِيمٍ

عِيشَةٍ رَّاضِيَةٍ

مِنْ رَبِّكَ

ثَمَرَةٍ رِّزْقًا

أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ

أَشْهَدُ أَنَّ مُحَمَّدًا رَسُولُ اللَّهِ



LESSON 39

يَمْنُوْ – ي ن م و Idgham Naaqis

In some cases tashdeed is not written. The rule still applies, pick these ones.

وَمَنْ يَّفْعَلْ

مَنْ يَقُوْلُ

مَنْ يَّشَاءُ

خَيْرًا يَرَهُ

عَذَابٌ مُّهِينٌ

مِنْ مَّاءٍ

مِنْ نُصْرَيْنِ

إِنْ نَّشَأْ

جَنَّتِ وَ عُيُوْنِ

مِنْ وَلِيٍّ

مُحَمَّدٍ وَ اِلِهٍ

وَ رَعْدٌ وَ بَرْقٌ

قَلِيْلٌ مَّكْتُهٌ

قَصِيْرٌ مُّدَّتُهُ



LESSON 40

Rules of نُنْ and Tanween (Contd.)

4. الْإِخْفَاءُ - Ikhfaa (nasal sound)

When نُنْ or tanween is followed by any of the remaining 15 letters of the alphabet, then the نُنْ sound will be read with a light nasal sound, ghunna, (mid way between Idgham and Idh-haar).

ت	ث	ج	د	ذ
ز	س	ش	ص	ض
ط	ظ	ف	ق	ك

ت	كُنْتُمْ	مَنْ تَابَ	جَنَاتٍ تَجْرِي
ث	وَالْأُنْثَى	مِنْ ثَمَرِهِ	قَوْلًا ثَقِيلًا
ج	أَنْجَيْنَاهُ	أَنْ جَعَلَ	خَلْقٍ جَدِيدٍ
د	أَنْدَادًا	أَنْ دَعَوْا	كَأَسَا دِهَافًا
ذ	مُنْذِرٌ	مَنْ ذَا	وَكَيْلًا ذُرِّيَّةً
ز	أَنْزَلْنَاهُ	مِنْ زَوَالٍ	صَعِيدًا زَلَقًا



LESSON 40

الْإِخْفَاءُ - Ikhfaa (nasal sound) (Contd.)

س	الْإِنْسَانُ	مِنْ سُوءٍ	رَجُلًا سَلَامًا
ش	أَنْشَرَهُ	إِنْ شَاءَ	غَفُورٌ شَكُورٌ
ص	أَنْصَرْنَا	عَنْ صَلَاتِهِمْ	قَوْمًا صَالِحِينَ
ض	نَمْضُودٌ	مَنْ ضَلَّ	وَكُلَّ ضَرْبَنَا
ط	مُقَنْطَرَةٌ	مِنْ طِينٍ	صَعِيدًا طَيِّبًا
ظ	يَنْظُرُونَ	مِنْ ظَهِيرٍ	ظَلًّا ظَلِيلًا
ف	فَانْفَلَقَ	مِنْ فَضْلِهِ	خَالِدًا فِيهَا
ق	فَانْقَلَبُوا	مِنْ قَرَارٍ	سَمِيعٌ قَرِيبٌ
ك	الْمُنْكَرُ	إِنْ كَتَبَ	كِتَابٌ كَرِيمٌ

Comparative English Pronunciation of Ikhfaa with Idh-haar

IDH-HAAR

Pin

Fine

Shun

IKHFEE

Pink

Find

Shunt



LESSON 40

الْإِخْفَاءُ - IKHFAA Practice

كُنْتُمْ مِنْ فَضْلِهِ وَالْأُنْثَى

أَنْجَيْنَاهُ أَنْ جَعَلَ أَنْ دَعَوْا

كَأَسَادِهَا قَا مُنْذِرٌ أَنْزَلْنَاهُ

وَكَيْلًا ذُرِّيَّةً يَنْظُرُونَ

مِنْ زَوَالٍ صَعِيدًا زَلَقًا

الْإِنْسَانُ مِنْ سُوءٍ إِنْ شَاءَ

غَفُورٌ شَكُورٌ مِنْ فَضْلِهِ

خَالِدًا فِيهَا كِتَابٌ كَرِيمٌ



LESSON 40

IKHFAA Practice - إِلَّا خُفَاءُ

أَفَأَنْتَ بِضُرٍّ فَلَا

بِأَسَا شَدِيدًا خَلْقٍ جَدِيدٍ

إِنْسٍ قَبْلَهُمْ وَنُحَاسٍ فَلَا

جِبَلًا كَثِيرًا يَحْزُنُكَ

كُنْتُمْ يُنْصَرُونَ

مِنْ صَلَاحٍ كَالْفَخَّارِ

إِنْسَانُ اسْتَغْفِرُوا



LESSON 41

Idgham of same and similar letters

Same Letters

إِدْغَامُ الْمُتَمَازِلَيْنِ Joining of same letters

When same letters follow each other and the first letter bears a sukun. The letter bearing sukun is not read and the second letter is read with tashdeed. Hence tashdeed is written on it.

اَقْلَكَ	=	اَقْلُ لَكَ	يُدْرِكُكُمْ	=	يُدْرِكُ كُمْ
Written		Read	Written		Read

قَدْ دَخَلُوا اِضْرِبْ بِعَصَاكَ

يُكْرِهُهُنَّ بَلْ لَا يَخْفُونَ

اِذْ ذَهَبَ رِبْحَتْ تِجَارَتُهُمْ

فِي قُلُوبِهِمْ مَرَضٌ



LESSON 41

Idgham of same and similar letters (contd.)

Similar Letters

Joining of same letters اِدْغَامُ الْمُتَمَازِلِينَ

When two similar sounding letters follow each other and the first letter bears a sukun. The letter bearing sukun is not read and the second letter is read with tashdeed. Hence tashdeed is written on it.

No tashdeed written, rule still applies. Locate position of tashdeed.

ق	ك	ل	ر
نَخْلُقُكُمْ	=	نَخْلُكُم	قُلْ رَبِّ
Read		Written	

قُلْ رَبِّ	بَلْ رَفَعَهُ
أَلَمْ نَخْلُقْكُمْ	هَلْ رَأَيْتُمْ
مِنْ نَارٍ	لَهُمْ مَا



LESSON 42

Idgam of related letter

إِدْغَامُ الْمُتَجَانِسَيْنِ (Joining of related letters)

When two letters pronounced from the same position in the mouth follow each other and the first letter bears a sukun.

The letter bearing sukun is not read and the second letter is read with tashdeed. Hence tashdeed is written on it.

The makharij of the letter with haraka will be pronounced.

ت And ط د

<p>د ت</p> <p>إِشْقَلْتُ دَعَوْا = إِشْقَلَدَعَوْا</p> <p>Read Written</p>	<p>د ت</p> <p>كَدَتْ = كَتَّ</p> <p>Read Written</p>
<p>ط ت</p> <p>هَمَّتْ طَائِفَةٌ = هَمَّطَائِفَةٌ</p> <p>Read Written</p>	<p>ط ت</p> <p>بَسَطْتُ = بَسَّتْ</p> <p>Read Written</p>

ظ And ذ ث

<p>ذ ث</p> <p>يَلْهَتْ ذَالِكَ = يَلْهَذَالِكَ</p> <p>Read Written</p>	<p>ظ ذ</p> <p>إِظْلَمْتُمْ = إِظْلَمْتُمْ</p> <p>Read Written</p>
<p>ب And م</p> <p>إِرْكَبْ مَعَنَا = إِرْكَمَّعَنَا</p> <p>Read Written</p>	



LESSON 42

Idgam of related letter

No tashdeed written, rule still applies. Locate position of tashdeed.

قَدْ تَبَيَّنَ أُجِيبَتْ دَعْوَتُكُمْ

إِذْ ظَلَمُوا يَلْهَتْ ذَلِكَ

إِرْكَبْ مَعَنَا فَرَّطْتَ

قَالَ أَحَطْتُ فَمَا حَصَدْتُمْ

وَقَالَتْ طَائِفَةٌ وَعَدْتَنَا

إِشْفَلْتُ دَعُوا أَرَدْتُمْ

عَقَدْتُمْ بَسُطْتَ

LESSON 43

Rules for the letter مْ

(1) الْإِخْفَاءُ - Ikhfaa (nasal sound)

When مْ is followed by ب then the مْ is read with a light nasal sound, hummed and stretched to 2 harakaat.

هُمْ بِخْرِجَيْنِ

رَبَّهُمْ بِهِمْ

(2) الْإِدْغَامُ - Idgham (joining)

When مْ is followed by مْ or when مْ has tashdeed, it is read with ghunna, hummed and stretched to 2 harakaat.

لَهُمْ مَا

أَمْ مَنْ

مُحَمَّدٌ

(3) الْإِظْهَارُ - Idh-har (pronounce clearly)

When مْ is followed by any of the remaining 26 letters, there will be no ghunna and the letter مْ is pronounced clearly.



LESSON 43

Rules for the letter هُ

Let students pick which rule applies.

هُم بِمُؤْمِنِينَ هُمْ بِخَرَجِينَ

هُم بِرَزِينَ عَلَيْهِم بِمُصِيطِرُ

كُنْتُمْ مَرَضٌ وَكَمْ مِنْ

مِثْلَهُمْ مَعَهُمْ لَهُمْ مَا

تُمْ عَمَّ مِمَّ جَمَّا

أُمَّةٌ مُحَمَّدٌ مُزْمِلٌ

هُم فِيهَا أَلَمْ تَرَ أَلَمْ أَقُلْ



LESSON 43

Rules for the letter ر

الْتَفْخِيمُ Heavy sound

In the following 5 cases, letter ر is pronounced with a full mouth (heavy sound):

1. when ر bears a fatha or dhamma.

رَبُّكَ سِرَاجًا رُزِقْنَا

2. When ر follows a letter which bears fatha or dhamma.

عَرْضِ مُرْسَلِينَ فَرِيَةٍ

3. When ر follows a letter bearing sukun (other than ي) which follows a letter bearing a fatha or dhamma.

الْقَدْرُ الْأُمُورُ يُسْرُ

4. When ر follows a kasra كَسْرٍ أَصْلِيٍّ (original) and is followed by a letter pronounced by raised tongue.

ص ض ط ظ غ ق خ
مِرْصَادًا فِرْقَةً قِرْطَاسٍ

5. When ر follows a kasra كَسْرٍ عَارِضٍ (accidental)

لِمَنْ ارْتَضَى أَمْ ارْتَابُوا



LESSON 43

Rules for the letter ر (Contd.)

التَّفْخِيمُ Heavy sound

Test which circumstance applies.

رَبِّي رَجَعَ رَزَقُكُمْ

رُزِقُوا عِشْرُونَ يَشْكُرُونَ

رَسُولٌ يَا مُرُكُمْ أَجْرُهُمْ

أَرْسَلَ عَرِضَ تُرْجِعُونَ

قَرْيَةٍ أَرْحَامُ يَرْفَعُ

فِرْقَةٍ مَرَصَادًا قِرْطَاسٍ

رَحْمَنُ رَجَبُ



LESSON 45

Rules for the letter ر (Contd.)

الترقيُّ - Light Sound

In the following 3 cases, the letter ر is pronounced with an open mouth (light and thin sound):

1. When ر bears a kasra.

رِجَالٌ رِزْقًا رِيحًا

2. When ر follows a letter bearing kasra, in the same word, provided it is not followed by a letter pronounced with a raised tongue. See (iv) page 114.

شِرْكٌ فِرْدَوْسٍ مِرْيَةٌ

3. When ر appears at the end of a word and follows a letter bearing a sukun.

خَيْرٌ بصيرٌ



LESSON 45

Rules for the letter ر (Contd.)

Test which circumstance applies.

رِزْقًا رِسَالَةً رِحْلَةً

كَافِرَيْنَ رِيحًا فَرِهْنِ

فِرْدَوْسٍ شِرْكُ مِرْفَقًا

أَنْذِرْهُمْ مِرْيَةً شِرْكُ

سِحْرُ شِعْرُ مِصْرُ

كَثِيرُ أَمِيرُ لَخَيْرُ



LESSON 46

Rules for the letter ر (Contd.)

Resonant Sound

In the following 2 cases, the mushaddad letter ر becomes resonant, as in: irresponsible, irreparable, irresistible.

1. When the mushaddad ر has a kasra, it is read with a light thin sound.

حُرِّمَ ضُرِّه ذُرِّيَّةٌ

2. When the mushaddad ر has a fatha or a dhamma it is read with a full mouth (heavy sound).

مَرَّ تَمَرُّ وَالرُّكْعُ

Some students may find the rule of ر difficult to understand and put in practice. Repeat Lessons 43-46.

Pick words at random from each Lesson to test the student.



LESSON 46

Rules for the letter ر (Contd.)

Resonant Sound

Test which circumstance applies

ذَرَّةٌ

قُرَّةٌ

حَرَّمَ

فَرَّقُوا

غَرَّ

شَرَّ

أَسَرَ

يَمُرُّونَ

تُسِرُّونَ

يَجُرُّهُ

تَمُرُّ

مَرَّ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرِّجَالُ

مُحَمَّدٌ رَسُولُ اللَّهِ

ذَرَيْتِي

أَبْرَأُ

غَفُورٌ رَحِيمٌ



LESSON 47

Rules for the letter ل

لَفْظُ الْجَلَالَةِ

The following 2 rules apply only to the words **اللَّهُ** and **اللَّهُمَّ**

1. In the following 3 cases 'ل' is pronounced with a full mouth:
 - (I) When it follows a letter bearing a fatha or dhamma.
 - (ii) When it follows a sukun after a dhamma.
 - (iii) When it follows a sukun after a fatha.

اللَّهُ إِنَّ اللَّهَ هُوَ اللَّهُ

كِتَابَ اللَّهِ رَسُولُ اللَّهِ

لَا إِلَهَ إِلَّا اللَّهُ يُرِيدُ اللَّهُ



LESSON 47

Rules for the letter ل

لَفْظُ الْجَلَالَةِ

2. In the following 3 cases, ' ل ' is pronounced with a flat thin sound:
- (i) When it follows a letter bearing a kasra.
 - (ii) When it follows a sukun after a kasra.
 - (iii) When it follows a letter bearing a tanween. The tanween is replaced with ن فُطْنِي with kasra. (Lesson 50 Page 126) Normally a small ن with kasra is written in the Holy Qur'an.

لِلَّهِ بِسْمِ اللَّهِ قُلِ اللَّهُمُّ

الْحَمْدُ لِلَّهِ أَيْتِ اللَّهِ

قَوْمًا لِلَّهِ = قَوْمِنِ اللَّهِ

Read

Written



LESSON 48

Rules for the letter ل (Contd.)

Rule of ال - Definite Article

ال is a definite article at the beginning of a noun and written without any vowels.

The Arabic alphabet is divided into 2 groups of 14 letters each: الْقَمَرُ - The Moon, الشَّمْسُ - The Sun

(1) The 14 : الْقَمَرُ letters - الإِظْهَارُ

ا ب ج ح خ ع غ ف ق ك م و ه ي

A word bearing ال

(i) At the beginning of a sentence:

Fatha is placed on the ا and sukun on the ل.

(ii) In the middle of a sentence:

ا is disregarded and sukun is placed on the ل:

(2) The 14 : الشَّمْسُ Letters - الإِذْغَامُ

ت ث د ذ ر ز س ش ص ض ط ظ ل ن

A Word bearing ال :

(i) At the beginning of a sentence:

Fatha is placed on the ا , ل is disregarded and the following letter is pronounced mushaddad.

(ii) In the middle of a sentence:

Both ا and ل are disregarded and the following letter is pronounced mushaddad.

The rule always apply whether tashdeed appears or not.

الشَّمْسُ وَالشَّمْسُ



LESSON 48

Rule of ' ال ' - Definite Article

Practice: pick moon and sun letters

الْإِيمَانُ الْبَيِّنَةُ الْغُرُورُ

الْحَمْدُ الْعَلَمِينَ النَّاسِ

الْوَسْوَاسِ الْخَنَاسِ الرَّحْمَنِ

الرَّحِيمِ الْمُسْتَقِيمِ الْأَمِينِ

وَلَا الضَّالِّينَ الصَّادِقُ

وَالْمُشْرِكِ الظَّالِمِينَ الرَّسُولُ

وَالَّتَيْنِ بِاللَّيْلِ اللَّهُ الصَّمَدُ

وَالْفِتْنَةُ مِنَ الْبَيْتِ أَصْحَابَ الْكَهْفِ



LESSON 49

Rules for the letter ل (Contd.)

1. الْأَظْهَارُ Idh-har (pronounce clearly)

The letter ' ل ' appearing in nouns and verbs is always pronounced clearly, even if it is followed by a sun letter (Lesson 48 Page 122).

السِّنَتِكُمْ

جَعَلْنَا

التَّقِي

2. الْإِذْغَامُ Idgham (joining)

When ' ل ' or ر follows ل with a sukun, it is pronounced mushaddad, (rule of similar Letters, Lesson 41 Page 109)

قُرَّبِي

=

قُلْ رَبِّي

قُلَّا

=

قُلْ لَا

Read

Written



LESSON 49

Practice and apply rule of recitation

Test which circumstance applies

أَلَسِنَتِكُمْ قُلْ لَا أَرْسَلْنَاكَ

إِلْتَقَى جَعَلْنَا فَلْتَقُمْ

قُلْ رَبِّي يَلْتَقِطُهُ بَلْ طَبَعَ

قُلْ نَعَمْ وَلَيَطَوَّفُوا جَعَلْنَا

أَلْوَانِكُمْ سُلْطَانُ أَنْزَلْنَا

قُلْتُهُ وَكَلْنَا بَلْ رَفَعَهُ

الرَّبَّانِيُّونَ قُلْ رَبِّي رَسُولُ اللَّهِ



LESSON 50

ن NUN QUTNI - a small نُونٌ قُتْنِي

1. When tanween is followed by a letter with sukun or tasheed in the next word. A small ن with a kasra, written between the two words, replaces the tanween in recitation. e.g.

خَيْرٌ نِلَوْ حَيَّةٌ

قَوْمَنَ اللّٰهُ

Read

خَيْرٌ الْوَحْيَةِ

قَوْمًا اللّٰهُ

Written

2. When the next sentence starts with a sukun or tashdeed a small ن with kasra is always written between the two sentences:
 - (i) If not stopping, the ن is read to join the 2 sentences.
 - (ii) If stopping, the ن is not read and the next sentence starts with | fatha.

عَلَيْمُنَ الَّذِي	عَلَيْمٌ ۝ الَّذِي	عَلَيْمٌ لَا الَّذِي
Continuing	Stopping	Written



LESSON 50

نُ Nun Qutni

نُوحُ ابْنَهُ قَدِيرُ الَّذِي

شَيْئًا اتَّخَذَ مَثَلًا الْقَوْمِ

مُحَمَّدِ الْمُصْطَفِي لَمْرَةٍ الَّذِي

عَلَيَّ الْمُرْتَضَى بِغُلَامٍ اسْمُهُ

عَادَ الْأُولَى يَوْمَئِذٍ الْحَقُّ

فِتْنَةً انْقَلَبَ خَيْرُ اطْمَآنٍ

قَدِيرُ لَا الَّذِي عَلَيْنَا لَا الَّذِي



LESSON 50

Silent Letters ا و ي (without any vowels)

The letters ا و ي are silent, not read, when they are followed by letters with sukun or tashdeed.

بِاسْمِ وَانْصُرْ قَالُوا

فَادْعُ لَنَا فَانْصَبْ فَالْتَنَ

أَنَا التَّوَّابُ الرَّحِيمُ وَالْمُشْرِكِ

إِنَّ اللَّهَ يُحِبُّ الْمُحْسِنِينَ

Alif Maskura ي without any vowel is silent, not read, when followed by a letter with long vowel or fatha tanween.

عَلِي فَهْدِي

مَتِي طَوِي



LESSON 50

Silent Letters ا و ي

Exceptions - at the end of a sentence and stopping:

1. With the letters ا و ي the preceding letter is elongated to 2 haraka - close 2 fingers. Lesson 21, Page 62.

وَضُّحَهَا ○ سَوَّهَا ○ يَغُشُّهَا ○

2. When the letters ا و ي follows a letter with tanween, the tanween is dropped and the letter is elongated to 2 harakaat - close 2 fingers. Lesson 19, Page 58.

وَجِيئَهَا ○

كَبِيرًا ○

طَوِي ○

نَصِيرًا ○



LESSON 52

RULES OF MUDD

Revision Lesson

Mudd means to elongate whilst reciting. There are 2 types.

1. الْمَدُّ الْأَصْلِيُّ The Original Mudd 2 Harakaat elongation

Revision Lesson

The original Mudd are:

Fatha - followed by ا - see Lessons 21 & 22 Pages 62 & 64

قَالَ

Kasra - followed by ي - see Lesson 21 & 24 Pages 62 & 68

قِيلَ

Dhamma - followed by و - see Lessons 21 & 26 Pages 62 & 72

قُولِي



LESSON 52

The Original Mudd

قَالَ	قُلْنَا	كَانَ
نَارٌ	دَارٌ	شَاهِدٌ
فِيهِ	رِيحٌ	تَيْنٌ
رَسُولًا	مِيقَاتًا	عَظِيمٌ
قَالُوا	صُورِ	تُبْدُونَ
كُونُوا	مَمْنُونٌ	يَوْمِنُونَ
فَالْهَمَهَا	فُجُورَهَا	وَتَقْوَهَا
صِرَاطٌ	نَسْتَعِينُ	مَغْضُوبٌ



LESSON 53

Rules of Mudd

2. الْمَدُّ الْفُرْعِيُّ The Secondary Mudd

There are 4 types of Secondary Mudd

(I) (a) وَاجِبٌ مُتَّصِلٌ Compulsory Mudd:

When letter with original mudd is followed by a ع in the same word, a thick mudd is written on it and the letter is elongated by 5 harakaat - close 5 fingers. If stopping, elongate by 6 harakaat - close 6 fingers.

شُوءٌ

سَوَاءٌ

شَاءَ

سَيِّئَتْ

السُّفْهَاءُ

السَّمَاءِ

نَدَاءٌ

أَبْنَاءَنَا

هَنِيئًا

سُوءُ الدَّرِ

سُوءٌ أَوْ يَظْلِمُ



LESSON 53

(i) (b) جَائِزٌ مُنْفَصِلٌ Optional Mudd

When letter with original mudd is followed by a ء or ا in the next word, a thin mudd is written and the letter is elongated by 5 harakaat - close 5 fingers.

إِنَّا أَنْزَلْنَاهُ وَلَا أَنْتُمْ إِنَّا آعْطَيْنَاكَ

قَالُوا إِنَّا مَا أَعْبُدُ إِنَّا إِلِيْهِ

تُؤْبِؤْآ إِلِي فِي أَنْفُسِكُمْ رَبَّنَا آتِنَا

لَا إِلَهَ إِلَّا اللَّهُ فَأَمَّا إِنْ

مَا أَصْحَابُ الشِّمَالِ ذَوَاتَا أَفْنَانٍ

إِنَّا أَنْشَأْنَاهُنَّ إِنْشَاءً يَأْيُهَا الَّذِينَ

LESSON 54

Rules of Mudd (Contd.)

2 : The Secondary Mudd الْمَدُّ الْفَرْعِيُّ (Contd.)

(li) الْعَارِضُ لِسُكُونٍ Accidental Mudd. When Sukun occurs at stopping.

Please note this Mudd applies only if you stop.

Read the vowel of the last letter as Sukun. If the 2nd last letter is one of the of the original mudd ا و ي elongate the 3rd last letter to 6 haraakat - close 6 fingers.

With this rule of Mudd, no sign of the stretching is written and therefore the student must be able to understand the rule well.

It will be helpful to make the student hear the recitation of Suratul Maa'un سُورَةُ الْمَاعُونِ where the rule applies at the end of each aya. Ask the student to gauge the stretching.



LESSON 54

2. The Secondary Mudd (Contd)

Accidental Mudd when stopping. الْعَارِضُ لِلْسُّكُونِ

سُورَةُ الْمَاعُونِ Suratul Maa'un

أَرَأَيْتَ الَّذِي يُكَذِّبُ بِالْإِيمَانِ (ن) ○

فَذَلِكَ الَّذِي يَدْعُ الْيَتِيمَ (م) ○

وَلَا يَحْضُ عَلَي طَعَامِ الْمِسْكِينِ (ن) ○

فَوَيْلٌ لِلْمُصَلِّينَ (ن) ○

الَّذِينَ هُمْ عَنْ صَلَاتِهِمْ سَاهُونَ (ن) ○

الَّذِينَ هُمْ يُرَآؤُونَ (ن) ○

وَيَمْنَعُونَ الْمَاعُونَ (ن) ○



LESSON 55

Rules of Mudd

2. الْمَدُّ الْفَرْعِيُّ The Secondary Mudd Cont....

(iii) الْأَزْمُ لِلسُّكُونِ Compulsory mudd because of Sukun.

There are 4 such cases:

1. الْمَدُّ اللَّازِمُ الْمُتَقَلُّ الْكَلِمِي

Compulsory heavy mudd. Occurs when a mushaddad letter follows an original mudd. It is elongated by 6 harakaat - close 6 fingers.

الصَّاحَةُ دَابَّةٌ وَالضَّالِّينَ

تَأْمُرُونِي أَتُحَاجُّونِي

2. الْمَدُّ اللَّازِمُ الْكَلِمِيُّ الْمُخَفَّفُ

Compulsory light mudd. Occurs when a letter with sukun follows an original mudd. It is elongated by 6 harakaat - close 6 fingers.

آلَانَ



LESSON 55

Rules of Mudd

2. **الْمَدُّ الْفَرْعِيُّ** The Secondary Mudd Cont....

3 **الْمَدُّ الْلَازِمُ الْحَرْفِيُّ الْمُتَقَلُّ**

Compulsory heavy mudd. Occurs when sura begins with a three letter word without any vowels. Where the middle letter is read with a mudd and alphabetically ends with a sukun and also becomes mudgham with the last letter. Each letter with mudd is elongated to 6 harakaat - close 6 fingers.

طسّم In س الم In ل

Read as ط سِيَمٍ مِيَمٍ أَلِيفٍ لَامٍ مِيَمٍ

4 **الْمَدُّ الْلَازِمُ الْحَرْفِيُّ الْمُخَفَّفُ**

Compulsory light mudd. When then following 7 letters, starts a sura on their own without any vowel and are read as their alphabetic spelling, with a sukun and which are not mudgham. A thick Mudd is written and is elongated to 6 harakaat - close 6 fingers.

ك ل م س ق ن ص

ص=صَادُ ن=نُونُ ق=قَافُ



LESSON 55

2. الْمَدُّ الْفَرْعِيُّ The Secondary Mudd Cont..

(iv) الْمَدُّ الْإِلَازِمُ لِلْسُّكُونِ

28 Suwer of the Qur'an start with letters without a vowel.

The letters are read as spelt in alphabet. Lesson 30 Page 81

ا = اَلَيْفُ

Letters bearing sukun in the spelling of the letter: A thick Mudd is written on the letter and it is elongated to 6 harakaat - close 6 fingers. Lesson 51 Page 130.

الْمَصَّ

الْمَّ

اَلَيْفُ لَا مٌ مِمْ صَادُ

Read as

اَلَيْفُ لَا مٌ مِمْ

كَهَيَّعَصَّ

الرَّ

كَافُ هَ يَ عَيْنُ صَادُ

Read as

اَلَيْفُ لَا مٌ رُ



حَمْ

الْمَرَّ

ح مِيمٌ

Read as أَلَيْفٌ لَامٌ مِيمٌ رَّ

عَسَقَ

طَسَمَ

ط سِيمٌ مِيمٌ Read as عَيْنٌ سَيْنٌ قَافٌ

يَسَ

طَسَ

ط سَيْنٌ Read as يَ سَيْنٌ

نَ

قَ

نُونٌ

Read as قَافٌ

صَ

Read as صَادٌ

LESSON 56

Exceptions to recitation

1. In some words the letter ص is written but read as س. In such cases a small س is written above the ص.

$$\text{يَبْصُطُ} = \text{يَبْصُطُ}$$

2. The word أَنَا is always read as أَنْ where the long vowel 'ا' is not elongated.

$$\text{أَنَا} = \text{أَنْ}$$

3. The 'ا' without a vowel in the word مَلَأْنَاهُ is not read and does not elongate the letter before it. The 'ا' is marked with a circle in most Qur'ans

$$\text{مَلَأْنَاهُ} = \text{مَلَأْنَاهُ}$$



4. There are 21 places in the Holy Qur'an where the 'ا' without a vowel is not read and does not elongate the letter before it. In most Qur'ans the 'ا' is marked with a circle. These are:

لِيرُبُّوْا فِي لَا اِلٰى الْجَحِيْمِ اَفَايْنُ مَاتَ

لَا اِلٰى اللّٰهِ اَنْ تَبُوْءَا وَنَبِلُوْا اَخْبَارَكُمْ

وَتَمُوْدَ اَفَمَا مِنْ نَّبَاٍ لِّمُرْ لَا اَوْضَعُوْا

اِنَّ تَمُوْدًا سَلٰسِلًا قَوَارِيْرًا مِنْ

اَمْنٌ لِّتَتْلُوْا لَنْ نَدْعُوْا لِكِنَّا هُوَ اللّٰهُ

لِيَبْلُوْا بَعْضَكُمْ عَادًا وَّتَمُوْدًا اَفَايْنُ مِتَّ

تَمُوْدًا لَا اَذْبَحَنَّهُ لَا اَنْتُمْ

LESSON 57

Ayaat from the HOLY QURAN

Identify the different kinds of Mudd and note the variation in the mudd elongation.

فَقُلْ تَعَالَوْا نَدْعُ أَبْنَاءَنَا وَابْنَاءَكُمْ

وَلَا أَنْتُمْ عِبْدُونَ مَا أَعْبُدُ

فَتُؤْبَوُوا إِلَيَّ بَارِئُكُمْ

مَا فِي أَنْفُسِكُمْ

وَلَقَدْ جَاءَتْ رُسُلُنَا إِبْرَاهِيمَ

وَأَوْرَثْنَا بَنِي إِسْرَءِيلَ الْكِتَابَ

وَمَا أَدْرَاكَ مَا لَيْلَةُ الْقَدْرِ

تَبَّتْ يَدَا أَبِي لَهَبٍ



DUA

In the following Dua, the rules of Tajweed and the wuqf (stop/pause) signs have not been written.

Recite implementing all the recitation rules.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَآلِ مُحَمَّدٍ
اللَّهُمَّ كُنْ لَوْلِيِّكَ الْحُجَّةِ بْنِ الْحَسَنِ
صَلَوَاتِكَ عَلَيْهِ وَعَلَى آبَائِهِ فِي هَذِهِ
السَّاعَةِ وَفِي كُلِّ سَاعَةٍ وَلِيًّا وَحَافِظًا
وَقَائِدًا وَنَاصِرًا وَدَلِيلًا وَعَيْنًا حَتَّى
تُسْكِنَهُ أَرْضَكَ طَوْعًا وَتُمَتِّعَهُ فِيهَا
طَوِيلًا .



Some Qur'anic Arabic terms explained

Harf (pl. Huruf)	A letter
Makhraj (pl. Makharij)	Place of origin of sound
Haraka (pl. Harakaat)	Short vowel
Idh-har	Pronounce clearly
Idgham	Joining (assimilation)
Ikhfaa	Nasal sound
Waqf (pl. Wuqoof)	Stop or pause
Aya (pl. Ayaat)	One verse of the Qur'an
Sura (pl. Suwer)	One chapter of the 114 chapters of the Qur'an.
Juz (pl. Ajzaa)	The Qur'an is divided into 30 equal parts. Each of these parts is called a Juz.
Rub	Marking indicating $\frac{1}{4}$ of a Juz.
Nisf	Marking indicating $\frac{1}{2}$ of a Juz.
Thuluth	Marking indicating $\frac{3}{4}$ of a Juz.



PROGRESS CHART

Award a merit mark or star to the child as and when he/she has mastered that lesson. Sign and date it to facilitate other teachers who may be teaching the child also.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	



