And indeed We have made the Qur’ān easy to understand and to remember

Qā‘idah Yassarnal-Qur’ān
Qā‘idah Yassarnal-Qur‘ān

By Pir Manzoor Muhammad

Qā‘idah Yassarnal-Qur‘ān was first published in 1904 with Urdu instructions and has since then been reprinted many times in various countries. In 1978 it was first published in Nigeria with instructions rendered in English and has also been reprinted many times in different countries throughout the world. Due to countless reprints the original script of the book was beginning to fade and smudge; therefore, under the guidance of Ḥāḍrat Khalifatul-Masih V (may Allah be his Helper) a computerised edition of this book was prepared.

This is the first print of this new typeset version with English instructions.

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In transliterating Arabic words we have partly followed the system adopted by the Royal Asiatic Society:

at the beginning of a word, pronounced as a, i, u preceded by a very slight aspiration, like b in the English word honour.

a, pronounced like th in the English word thing.

b, a guttural aspirate, stronger than b.

kh, pronounced like the Scotch ch in loch.

dh, pronounced like the English th in that.

s, strongly articulated s.

d, similar to the English th in this.

t, strongly articulated palatal t.

z, strongly articulated x.

‘, a strong guttural, the pronunciation of which must be learnt by the ear.

gh, a sound approached very nearly in the rgrasseye in French, and in the German r. It requires the muscles of the throat to be in the 'gargling' position whilst pronouncing it.

q, a deep guttural k sound.

‘, a sort of catch in the voice.

Short vowels are represented by:

a for  (like u in bud)

i for  (like i in bid)

u for  (like oo in wood)

Long vowels by:

a for  or  (like a in father);

i for  or  (like ee in deep);

u for  (like oo in root);

NOTE: A somewhat modified system of transliteration has been employed to represent long vowels within the actual exercises of the Qā’idah Yassarnal-Qur’ān, so as to differentiate between the sound of long vowels and the extra-long sound of maddah. This system is as follows:

aa for  

ee for  or  (like ee in deep);

oo for  (like oo in root);

aaa/eee/ooo for  (maddah);
Other:

- **ai** for ى (like *i* in *site*);  
- **au** for وء (resembling *ou* in *sound*)

The consonants not included in the above list have the same phonetic value as in the principal languages of Europe.

Curved commas are used in the system of transliteration, ‘ for ع, ’ for ً. Commas as punctuation marks are used according to the normal usage. Similarly, normal usage is followed for the apostrophe.

1 In Arabic words like شيخ (Shaikh) there is an element of diphthong which is missing when the word is pronounced in Urdu.
Introduction

The teaching and learning of the Holy Qur’an is a source of great blessing. The Holy Prophet (peace and blessings of Allah be upon him) said:

خیركم من تعلم القرآن وعلمه

“The best of you is the one who learns the Holy Qur’an and teaches it to others.”

We are pleased to reproduce the Qā‘idah Yassarnal-Qur’ān with instructions rendered into English. The text of the Qā‘idah, however, remains the same. By following these instructions minutely, a beginner is able to make the best use of this primer which is designed to learn the Arabic text of the Qur’ān correctly and efficiently. Experience has shown that a beginner, even a child, can start reading the Qur’ān within a period of six months.

Following are some of the characteristics of the Qā‘idah Yassarnal-Qur’ān:

Qā‘idah Yassarnal-Qur’ān was written by a great scholar of the Holy Qur’ān, Hadrat Pir Manzoor Muhammad, and was first published in 1904. It has been proved very useful for teaching and learning the Arabic text of the Holy Qur’ān for beginners of all age-groups.

Qā‘idah Yassarnal-Qur’ān has instructions with each lesson and when followed minutely can be of great help in the correct and efficient reading of the Qur’ān.

Qā‘idah Yassarnal-Qur’ān contains 40 lessons cum exercises and a beginner can easily go through them within six months. All lessons are simple and arranged in a most systematic method.

Qā‘idah Yassarnal-Qur’ān is not a Teach Yourself book. The notes given with each lesson are a sort of Teacher’s Guide. However phonetic examples have been added with the notes of lessons to let a grown up proceed by himself once some help has been given to him in the beginning.
### Arabic Alphabets and their Phonetic Sound

Phonetic sound of Arabic alphabets is given below. In phonetic sound:

<table>
<thead>
<tr>
<th>Arabic Alphabet</th>
<th>Phonetic Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>ا looks like</td>
<td>haa</td>
</tr>
<tr>
<td>ب looks like</td>
<td>thaa</td>
</tr>
<tr>
<td>ت looks like</td>
<td>baa</td>
</tr>
<tr>
<td>خ looks like</td>
<td>seen</td>
</tr>
<tr>
<td>ص looks like</td>
<td>raa</td>
</tr>
<tr>
<td>ض looks like</td>
<td>daaal</td>
</tr>
<tr>
<td>ط looks like</td>
<td>'ain</td>
</tr>
<tr>
<td>ظ looks like</td>
<td>taa</td>
</tr>
<tr>
<td>ع looks like</td>
<td>saaad</td>
</tr>
<tr>
<td>غ looks like</td>
<td>meeem</td>
</tr>
<tr>
<td>ف looks like</td>
<td>kaaaf</td>
</tr>
<tr>
<td>ق looks like</td>
<td>faa</td>
</tr>
<tr>
<td>ل looks like</td>
<td>yaa</td>
</tr>
<tr>
<td>م looks like</td>
<td>haa</td>
</tr>
<tr>
<td>ن looks like</td>
<td>nooon</td>
</tr>
</tbody>
</table>

(First lesson is essential for the child, who has just started learning.)
Lesson No. 1

The Dot

A dot has been given below. By placing a finger beside it the child is told that this is a dot. *(Nuqtah)*

Here, the child is made to count the number of dots at a place. He is instructed to count from the right.

The child should identify whether the given dots are above the line or below the line. *(He should start from the right as before.)*

Lesson No. 2

Single Letters

In this lesson, alphabets *(letters)* are being introduced. The pupil is required to pronounce the name of each alphabet as he reads from right to left. If at any stage he is stuck or makes a mistake, as for example he reads a letter as *ba* whereas it is *ta*, then he can be told that it is *ta* as it has two dots above the line, and so forth. In this way, he will be able to connect the form of the alphabet with its name which
is very necessary. But otherwise, there is no need to refer to dots or to their positions while teaching a child. He must always read in a flow.
ز ر ز ز ر د ز س
س ز ر س ش ش ز س
س ا ر س ج ز ت ح د ب ز
ش س ش ش ش ش ا ش
ش ص ض ص ص ص ض ض ز ض
ا ب ت ث د ز
ش ص ض ض ض ص ض ش ض
ط ظ ظ ط ت ط ظ ظ ض ط ص
ظ ظ ض ظ ط ت ط ش
د ط ز غ غ غ ع ع ط غ ظ غ ع ص ع ص غ ش ظ ص
طع ح ع غ خ ج ع ص غ ض س ط ع ظ غ ف ف غ
ف ع ف ص ف ط ف ض ار ف ب ف ت ف ث ش ز ف
ق ق ف ق ذ ق ع ق ت ق د ظ ق غ ق ل ك ق ل ف
ك ط ل ك ع ك ظ ل ك ق غ ل ك ف ع ق غ ص ق ض ا ك
ا ب ت ث ج ح خ ذ ر س
ش ص ض ط ظ ع غ ف ق ك
ل م م ل م ك ل ق م
ن ن ل ن من ق ن م ل
The following three lines contain all the alphabets of Arabic in this given order. These are to be repeated, till the whole of it is learnt in that order. This will be found useful later on.

ا ب ت ث ج ح خ د ذ ر
ز س ش ص ض ط ظ ع غ
ف ق ك ل م و ن و ك و
م و ك و ل ه م
ن ل ع م ع ي ع ي ع
ي ل م ي ب ي م ق ي ل و ي
ل 5 ي ن ي 6 ي 8 و
ي 7 ي و ي م 5 ء ك ل و ي
م 2 ي ن ي و ل ي ن 6 ء و
ي چ ز س ء ع ح ش ۵ ط ن
ب م ي ق ت ق ف و ر ن ل ص
ل د غ خ ن ض ذ ی ظ ل ا ک ء

ل م ن و م و ن و ک و
م و ک و ل ه م
ن ل ع م ع ي ع ي ع
ي ل م ي ب ي م ق ي ل و ي
م 2 ي ن ي 6 ي 8 و
ي 7 ي و ي م 5 ء ك ل و ي
م 2 ي ن ي و ل ي ن 6 ء و
ي چ ز س ء ع ح ش ۵ ط ن
ب م ي ق ت ق ف و ر ن ل ص
ل د غ خ ن ض ذ ی ظ ل ا ک ء
Letters in Combination

What is given below, should not be regarded or read as complete words. The pupil is made to understand that when letters are written in combination, their form undergoes some change. In most cases, only the top part of the letter is retained. The pupil should be shown that two letters are joined by means of a small line, called, Khatt-e-Wasl. He should pronounce each letter of the combination separately, as in lesson 2.

Example:-  جب  is to be read as; jeem, ba.

ج جب جت جش جض جظ
ح حب حب خخب حخب خخت
خ ن حن حش حش خن خخت
س سب سف سس سض
ش شش شش شش شض
ص صب صن ض ض ض ض
ط ط ط ط ط ط ط ط ط ط ط ط ط ط ط
ظ ظ ظ ظ ظ ظ ظ ظ ظ ظ

Lesson No. 3
ل من مط مظ مو مر مز طر ظز
ف فز فر فوق قر قز قت
عع عر عز غ ذغ ذغ غص
غق عق حق حك مك فك
فم حم عم قم سط شط ضب

ل لم لض لت لر لو لز مل
جك خن خو سر شز سم مم
علع غن فث قت لس لق لب
سج مم مس سغ شع جع حغ

ي حي خي خي جي سي شي من مي لي
دف طد عد ذع ذذ بتن

ضض ذغ ذغ هد مي مذ هه
فف له قه جه شه حذ عه طي
خس طس ضك ظش غض ست غب قن ضظ قف فظ ظغ عث صذ ظي لم لك لل ذ كم كوك كه كذ هذ هد هو هس هش هته سة سة جة حه خة 5 تة تة هه هه صر كق ضة هظ كه هش فف قف خف كص طه ظل كن كن كر كم كم كل حل لر لز ا جاسا حاشا لش ما لم لو خا لغ ها له لة عا لا كا كل كل كا لا لل له ضا لذ لا لذ
Letters are sometimes represented by dots above or below a bend. Accordingly, if there is one dot above a bend it represents noon. One dot below the bend is ba. Two dots above the bend is ta. Two dots below the bend is ya. Three dots above the bend is tha. As seen below, the bends are in combination with other letters. The pupil must read each letter separately.
Given below there are strokes of three different kinds:

I. Fatḥah ـ which is a stroke above the line.

ii. Kasrah ـ which is a stroke below the line.

iii. Dammah ـ which is a rounded stroke above the line.

Letters in different forms i.e. in the beginning, in the middle and in the end.
In this lesson the pupil learns what sound a letter produces when it is given the sign of Kasrah (Note:- Example in Kasrah have purposely been given before those of Fathah).

The sound of \( \text{ث} \) is \( \text{bi} \); \( \text{ط} \) is \( \text{ti} \); \( \text{ل} \) is \( \text{li} \). Here the letters are no more pronounced with their original name. As before, the pupil is required to read in a flow.

In this lesson the pupil learns what sound a letter produces when it is given the sign of Fathah.

Example:- The sound of \( \text{ب} \) is read \( \text{ba} \); \( \text{ج} \) is \( \text{ja} \);

Note:- Some sounds are identical with their alphabetic name such as those of \( \text{ت} \), \( \text{ث} \), etc.
In this lesson the pupil learns, what sound a letter produces, when it is given the sign of Dammah.

Example:-  

is read *bu*,  is read *hu* and  is read *u*.

Mixed Exercise on Lessons 5, 6 and 7

<table>
<thead>
<tr>
<th>ب</th>
<th>ب</th>
<th>ب</th>
</tr>
</thead>
<tbody>
<tr>
<td>ت</td>
<td>ت</td>
<td>ت</td>
</tr>
<tr>
<td>ح</td>
<td>ح</td>
<td>ح</td>
</tr>
<tr>
<td>ح</td>
<td>ح</td>
<td>ح</td>
</tr>
</tbody>
</table>
فَفَعَّلْ فِيهِ يُؤُلْفُ مَمَّا مُثِبَتٌ  فِي يَقُولُ  شُفَّى شُفَّى شُفَّى
لِلَّذِينَ لَقِلَّتْ قُرْآنُ  وَمَعَ غَيْبَتِكُمْ  غَيْبَتُهُمَا  طَطُبُ
غَيْبَتُهُمَا  غَيْبَتُهُمَا  غَيْبَتُهُمَا  غَيْبَتُهُمَا  غَيْبَتُهُمَا  غَيْبَتُهُمَا
Mixed Exercise on All Previous Lessons

Example:- bibi is read bihi, ja-a is read liyu.
اللّهُ ﷲ،}
آبِ تَبِّي جُرُ دَّ ذِ خَيْ رَؤ شُمُ 
زَه صُن وَلَ فِظُ قُطُ ضَمٍّ يَغَ 
وَدٍ مَّيْ دَا نَذ نا لَرُتْ تَا يَا 
لِل سَّا لِسٌ فَا لِف أَف لُك 
رَز رَز عَص عُز لَوْ كِط طُأ 
وَه ثَيْق أَمُ قَا لَى لَلَّ كِل 
فَعْل فَعْل فَعْل فَعْل فَعْل فَعْل 
قُطْع خَلْق نَصَر كَتَب بُلْغ ْكَشْف 
إِبِل يِلْز سَلِم صُحْف رُسُل عُمْر 
سَم مَّجِمٍّ مَّعَكِ إِرْزُف نَفْح سَجْد 
تَجْد وَجْد نْيَد مَلَا يَهَبْ نَزْل 
مُعَيْنٌ يَلَّة عَرْض بَلْدِ أَمْر حَمَدَ
مالک حمایه بطل منع ثنای نعمه نیمز
سنی قتیل نعید تلک بشر بصر
نذر سگن تسق شفق خریه وله
قلیم ملا یلا لکا نکا کیلا کیلی
صیهنة عیهہ لئب نبآ سبآ لیبت
خیب قینا لیبت لیتا لیشا ویب
حشی یسی سال ریجیم دگر نظر
برق هطیب عباس سطع میلک صلیع
ا ب ت یچ ج ح د رز س ش ص
ض ط ظ ع غ ف ق ل ک ل م ن و د ع ی
ا ب ت یچ ج ح د رز س ش ص
ض ط ظ ع غ ف ق ل ک ل م ن و د ع ی
Lesson No. 8

Jazm ٌٔ is a new sign. The pupil is required to identify this sign in the following exercise.

Lesson No. 9

After learning the sound of a letter with Fathab, Kasrab or Dammah, the pupil now learns, how this sound is blended with the next letter, which has Jazm ٌٔ on it. Jazm with Fathab, is given first.

Example:-  آب  is ab,  جَذ  is jad etc.
فَجِبْ جَبِّ مَجِّ مَثْ قَفْ قَفْ
بَلِ مَلِّ تَلِ كَلِّ كَرْ
نَزَ جَرَّ جَرَّ حَثَّ مَثِ
مَا سَهَّ بَيْتَ تَطْ هَثُ
قُفْ قُفْ فَعَلْ شَغْ شَغْ
تَلْ ضَغْ لَغْ لَفْ عَضْ عَضْ
غَضْ غَطْ بْطَ بْغَ فَغْ نَمَ
ثَمَ بُعْ ظَمْ ظَكْ سَكْ شَكْ
شَفْ صَفِّ مَثْ جَثَّ حَثُ
خَصْ خَضْ حَزْ آزِ زَزِ لْدُ ذَرْ
ذَرْ فَذُ يَذْ يَشْ هْشْ هْشْ
سَسْ سَدُّ خَذَّ حَزُّ كَرْ يَزْ
جب جثث حث حَبَّ حَمْرَة
خذ خذ خر خز بز بس
بض تض تض پظ نظ
تم ثم ثف ثق سق سك
سلا سما شم شه شغ
شج صب آب تب تل تم
زن زن زل ول وز صر
رذ آم دم ذم آز تز يذ
رب حث خث كف قد لب سر
دم صف كل قط شق دش تك
شرب + آدرك + شلغم
بزتن + صنكل + مخم + ململ
After the exercise of *Fathah* now here is exercise of *Kasrah* ( ) and *Dammah* ( ).
هُمُ قَلُّ عَدٌّ سُجُدٌ عُرُق قُدَّ دُفْعُ
تُهَ بِثْرَ ظَغْرٍ كُنُ طَمَّ زَكَّ صَفَ
ضَعْ إِشْ وَثُ حَبْ تُثْ دُسٌ جَطَّ
ذَقْ قُرْ أَمَّ نَذَّ نَذَ رُشِّ خُذْ
مُهَ لَضٍّ يُزُّ نَصٍّ شَرِّ حَزِّ يَمَّ
أَخَّ كِطْ دُهُّ وَهُجَّ وَنَ فِثْ
كِشْمِشٌ + سَرَّكَةٌ + بَرَقَّ + بُلْبُلٌ
هُدْهُدٌ + تُلْيِزٌ + مُشْرِقٌ + مَغْرِبٍ
مُنْزِلٌ + شَبْنَمٌ + خَنْدَقٌ + آنْجَنٌ
مُشْكِلٌ + كُرْتَةٌ + قِسْمَتٌ + تُلْيِهَةٌ
كُرْرُنٌ + كُشْرُنٌ + خَمْتٌ + مُسْجِدٌ
قِبْلَةٌ + بَسْتُرٌ + نِشْتَرٌ + حَكْمَةً
Mixed Exercise

cline the bai tay jell liht lek sib sib lam hal fum muy clli

gul tan tan shib lek til yen bem sgu mg la ad la e le

alqhad feqad qllum gurm gubh

hasd hasd hasd hasd bdn

bdn bdn bdn hasr hasr
خَبَرُ وَرُنُ دَارُ الْجَفْنِ جِفْنِ
حمدَ لَعْبُ بَعْدَ سَرَدَ سَرَدَ
قَدَمُ قدَمَ قدَمَ مُسَمَّتِ
إِهِمْ إِثْمُ عِلْمٍ أَذَعُ رَزْقُ
مُلْكُ قَهْمُ نَحْنُ لِمَنْ سَمَعْ
يَلْدُ عَرَبُ يَحْفُ يَكْفُ لَهُمْ
يَلْجُ صَيْحٌ يُفْسِ أَظُلَّ رَزْقُ
حَجِرُ حَتَّى سَبَعُ حَرَمَ نَشَتَ
فِيْ عَبْدٍ قَلْ قَلْ شَيْةَ ثَقُعُ
فَهِيُ بَغْصُ قَسْتُ رَبِّي حَرَثَ فَزَدْ
أَخْرِجُ اَنْذُرْ تَنْذِرُ آنفُسُ
مِنْهُمْ فَعْلُنَّ خَرَجْنَ جَعَلْتُ
There are three full vowels among the Arabic alphabets. These are: *Alif*, *waw*, and *ya*. The rest are consonants. If there is a consonant letter with sign ل, ر, and after it is a vowel, which is either blank or with *Jazm*, the sound of the consonant letter is modified.

Example:- بَاء is read *baa* (‘a’ is pulled high up), پُمْ is *boo*, پَيْ is *bee* (deep ‘e’ sound).
جَوْ فَجَاءَ جَنِيَّ حَذَّارَ سَمِيِّ سُوُسَاءَ صَيِّبَ يُصَوَّرَ صَوَّرَّ يُنَّوَّرَ فَإِنَّكَ أَبُو اَمْرِيَ سَيِّي كَبَيْتَ فَإِنَّكَ أَبُو اَمْرِيَ سَيِّي كَبَيْتَ فَإِنَّكَ أَبُو اَمْرِيَ سَيِّي كَبَيْتَ فَإِنَّكَ أَبُو اَمْرِيَ سَيِّي كَبَيْتَ فَإِنَّكَ أَبُو اَمْرِيَ سَيِّي كَبَيْتَ
Mixed Exercise

The sound of Fathah is not long like of Alif
Example:- آتا is abaa (not aabaa), قال is qaala (not qaalaa).

Letters: دادی + تابی + ناتی + کالی + جوانتی

Example:

- آبا + قال + آل + رآ + کما + طال + اذ
- جآ + بآل + بل + کآن + فما + یکا + کار
- سواف + نوم + خول + دون + فوز
The words below are those which belong to Urdu language. But the rules are not any different from those of Arabic.
هَرَنَ + بُكْرِي + سَبِيّي + بَارِشٌ + تَاحُن
قَلْفِي + تُوْگَز + قُرْسِي + سَوَارِي + تَرْكَارِي
خَرْبُوُرَة + قَالُوُدَة + خُمَائِي + مُقَامِي
آَمِرُتُسَرُ + بِنَاؤُش + ذَرِيَّا + سَمَنْدَر
عُلْنَّلَر + بَاهُرَ جَا + حُجَامَتْ گَا
قُهَانِي سُنَ + مَلَائِي لا + قَلْمَ بَنَا + سَبِقْنَ
سُنَ + سُورَجَ نَكَلا + سُنشَي مَثْ گُر
جَلْدَيٰ جَا + يَه خَبُّرُ عَلْلَمَ هَيِ + مُنشَي
جَيِّي كَلْ جَانَا + كَانَ الدَّمَ مَثْ گُرَ + كُبْتُرَ
ذُمْ هِلَا رَهْا هَيِ + وَهُدُ كَشَ بَرْسَ كَا هَيِ
حُدَا سَبُ كَا مَالِكُ هَيِ + وْهُي هُمْارَا
رَأْزَقُ هَيِ + آب تُوْ دَعاَكُز + يَارَب هَمِارِي
مَكْذَر + رَحْمَتْ حُدَا نَازِل شَذَ + قَلْمَ رَا
بِمَن بَدِّهَ + كَفَّتُب تُؤَرَا وَاَكَن + حَالَ بَرَوَ
وُضْوُئَرُ مَسْجِدَ جَا + مَامَاسَالِنَ كُيَ رَكَابِي
لايِّي + هَرْكَارَةُ خَطْلايّا + يَهُ دُسْتَانَة
سُوْتَيْيِي هَيَّى أُوْنِي + مُضْرِيي كَا شَرْبَتَ
بَنَا + كَامِنَ تَرْ مُيْثُ كَزُ + صَابِنَ مُلْكُ
نَى + وَلِيْيِ أُحْمَدُ بْهَادَرُ هَيِّ + أَس كَا قَدُ
بُهَبَت لَمْبَآهَيِّ + يَهُ تَخْتَيَيْيِيي هُلْكِيي هَيِّ
إِيِّي رَضْمِيي إِيِّي سُلْيَيَيْيِي عُمْدَةُ هَيِّ + كُمْرِي
كَا أَيْشُرُ أُوْدَايِي هَيِّ + سُدْرِيي كَا آيَرْيَهُ قُرْمِيي
هَيِّ + كَيِدَارِيي مُزْلَيَيْيِي بِجَا رَىيِّي هَيِّ + مُغَرْبُ
كَيِي طُرُفُ بَاَكْيَلُ بَرْشْ زُرَا هَيِّ + جُنْوَرِيي
كَا مُهَيِّييَهُي سُرْدِييي بُهَبَت هَيِّ + سَارِيي
جُمَعْيَيْي حَاضِرُ هَيِّ + يَهُ عَرَبِيي كَا
قَاعِدَيْي هَيِّي عِبَارَتُ أُرْدُوُي كَيِي هَيِّي آَيَايِهَا +
قُلُوبُ + نَسْوَيْي + آَيُوُدُ + يِقْوَلُ
يُوسُفَ + أُوَّلِي + أُوْتِيَ + نُحْفِي
أمَلِي + تَجْرِي + بَيْنِي + يَكُونُ
تَفْورُ + قَرَاغُ + مَكَانُ + يَدْنِهُ
صَدْوُرُ + تَهْوِي + إِلَىَ + أُوْحِي
تَبَنْعِي + بَيْنَكُمْ + عَلَيْهِمْ + لِيَضْيِمَ
آَبُوْهُ + نَوْحِيَهُ + زُوْجِيَهُ + تَبَنْعِي
نُورُهُمْ + يَلْوُونَ + مُؤْعُودَ + تَدْعُونَ
مَعْصُوبٍ + تَخَيْوَنَ + سَمَعَا + قَرَاغُ
صَالِحُوْنَ + رَازِقَيْنَ + فَسَيْنَغْضُوْنَ
يَسْتَبْقُونَ + تَرَوْنَهُمْ + يَفْسُكُونَ
لِلْخَرْوِجِ + يَهْجُوُنَ + أَنْخَنْتُمْوُهُمْ
حُسْتَيْنِ + بَيْنَا + أَفْقِيَتَا + تَسْتَلَ
يُسْتَبْقُونَ + رَؤْوَسَ + مُسْتَهْرَؤُونَ
Mixed Exercise

Continuation of Lesson No. 10
Note:- Rule about the ending sound of a word at the stop, is given later. Till then, stops are not to be observed as such.
Continuation of Lessons 2 - 3

Given below are alternative forms of some letters, single or in combination.

Lesson No. 11

Double Strokes (Tanween)
Given below are three kinds of double strokes:
Double Fathah ْ, double Kasrah ۃ, and double Dammah .
The pupil is asked to identify these signs in the following:
A common name for the three signs ْ, ۃ, and  is, Tanween. If any of these Tanween signs is placed upon a letter, it has the effect of producing the sound of ُ (with Jazm).
Example:- ۵ is the equivalent of (dan), ۶ is the equivalent of (dun), ۷ is the equivalent of (din) producing the phonetic sounds as in lesson 9.

Mixed Exercise
Lesson No. 13

**Vertical and Inverse Strokes**

There are three strokes of this kind:

Vertical *Fathah* ٌ، Vertical *Kasrah* ٍ، and inverse *Dammah* ﻋ.

The pupil learns to identify them in the following:

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<table>
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</tr>
</tbody>
</table>
```

Lesson No. 14

**Mixed Exercise**

Vertical *Fathah* ٌ is the equivalent of *Fathah* and the blank *Alif* َ.

Example:- *taa* is same as *taa*، *yaa* is same as *yaa*، is sufficiently high.

اَكْمَ + أَمْنَ + مِلْكُ + تَأْرِبُ + كِتَّبُ + سَمْوَتِ

هَذَا + أَلْقَنَ + قُلُ + رَزْقُهُمُ + ضَرْقَيْنِ

أَيْنَ + أَذْيَمُ + لِلْحَكْرِينَ + سُبْحَانَكَ

سَكْلِمْبِ + خُلْيَؤُنَ + لِينْيِ + كَنْتِ + غُفُونَ

لِيَلْفِ + كَيْلِفَ + قُرْشِ + حُطِيلْمِ + عُبْدَتِ
Lesson No. 15

Vertical Kasrah — is the equivalent of Kasrah, ya and the Jazm.
Example:- يٰٰ  is same as  ee,  is same as yee.

Mixed Exercise

اییٰ + هیٰ + پیٰیٰ

Lesson No. 16

Inverse Dammah — is the equivalent of Dammah, waw and the Jazm. Example:- هوُ is same as  hoo,  هوُ is same as oo.

Mixed Exercise

له + آمره + داویث + تلْوُن + الْوَانِه + آنْرَلَه
کِلْمَتَهُ + سَبْخَتَهُ + مُؤْذَةَ + دُورِی + یَسْتَوْن
وَ یٰ + یٰ + لِیٰ + یٰ + یٰ
Lesson No. 17

The two signs, ـ or ـ، are called, Maddah. The pupil is asked to identify them, in the following:

Lesson No. 18

When Maddah ـ or ـ، is placed on any letter, the sound of that letter is prolonged. Example:- instancetype is hooo..., ـ, is laaa... etc.

Mixed Exercise

اَلَا + سَوَاءٌ + أَهْلَهُ + يُسْتَخْطَي + بِهَا أَوْ كُنِّي
يَأَكُمُ + لَهُ إِخْوَةٌ + لِيَسْوَءُ + بِنِي إِسْرَآيْل
هَا نَتْمُ + يَبَلِيَّ + أَتْبَتَ أَلٌّ + فِي أَوْلَادَ كَم
وَرَتْحَةُ أَبْوَةٌ + نَسْأَةٌ + سَيَحْتِ + بَطَائِنُهَا

Lesson No. 19

Blank Letters

A blank letter is one which is without any sign. It is not pronounced,
yet it is written down. (However every blank letter is not silent. A blank Alif, with Fathah on a letter before it, and no Jazm after it, is not silent. It is pronounced according to lesson No. 10).

Note:- If the letter *ya* is written without its two dots it is also silent.

Example:- *Qad* is same as *(fadd)*; *Alif* is silent.

is same as *(ribaar)*; The last two letters are silent.

is same as *(un)*; The wao is silent.

In the examples below, Arabic equivalents have been shown in smaller prints.

Mixed Exercise

Note:- If *jazm* happens to be the first sign in a given line, it still connects the letter of the previous line:
A bend or may also be silent. It is so, when there is no sign or dot over it.

Example:- is same as Naraaka.

Note:- Rule about the ending sound of a word at the stop is given later. Till then stops are not to be observed as such.
فزَعُونَ وَأَنتُمْ تَنْظَرُونَ + وَلَقَدْ أَعَلَمُوا لَنَّهُ إِنَّمَا لَهُ فِي الْآخِرَةِ مِنْ خَالِقِي + وَلَيْسَ سَمَّاً شَرَّ وَأِنْفَسْهُمَّ لَوْ كَانُوا يَعْلَمُونَ + وَقَالَتْ أُولِمَهُ مُرْسَأِهِمْ فَمَا كَانَ لَهُمْ عَلَمَيْنَا مِنَ الْعَذَابِ بِمَا كَانُوا يَكْسِبُونَ
قَالَ لَتَوَاحَدْنِي يُمَانِسِيْتْ وَلَا تُزَهَّقَنِي مِنْ أَمْرِي عُسْرًا + خَذِ الْعُفُوَّ وَأَمْرًا بِالْغُرُفِ وَآَمَرْضَ عَنْ الجَهَلِيَّينَ + وَآَمَرْضَ عَلَى مَوْسِئِي اَلْقُرْطَبَ
فَإِذَا هَيْ تَلْقَفَ مَا يَأْفِكُونَ + وَقَالَ الْمَلَأُ مِنْ قَوْرِيْنَ فِزَعُونَ أَتُدْرَكْ مُؤْسِثَ وَقُوْهُ لِيَنْفَسْهُ بِوَيْدُكَ وَالْمُسْكَ + وَقَالَ يَأَرُضُ الْبَلْقَعِي مَاءً كَ + وَيَسَمُّيْنَ أَقْلِعي وَيُخَيِّسُ المَاءَ وَقَضِيَّيْنَ الْأَمْرَ +
لَا تُقَصُّصْ رَبِّيَّكَ عَلَى إِخْوَيْنَكَ فَيُفْكِكِنَّكَ وَلَا تَكُوْنُ + قَالَ أَلْوَانُ أَضْعَفَتْ أَخْلَاكِ + وَأَمَّا تَخْنَ بِتَأوِيْلِ الأَحْلَامِ بِعَمِيِّينَ + إِذْ هَنَّبُوا بِقَمِيصِيْ مَلِيئِيْنَ هَذَا فَأَقَلُونَ عَلَى وَجُهَ + أَيِّي يَأَتَ بِصَيْرَ + وَأَتْوَنِي بِأَهْيَكَمْ أَجْمَعَيْنِ + وَلَقَدْ أَعَلَمَنَا المُسْتَقِيمِينَ مِنْكُمْ وَلَقَدْ أَعَلَمْنَا}
المُسْتَأْخِرِيْنَ + وَلَقَدْ جَاَتَ رُسُلُنَا إِبْرَاهِيْمِمَ
Lesson No. 21

The pupil is asked to identify the sign of Shaddah شدة، in the following:

Lesson No. 22

Shaddah شدة in effect, is a repetition of a letter, but with two different sounds.

Example:-  is  (abba), not  (ab-ba).  is  (hilli),  is  (affu).

The whole of it is read in one continuity, with stress on Shaddah.
جَبَرُ الْحَكَمَةِ ۖ وَنُصِيبُكَ مِنَ اللَّهِ ۖ رَبَّنَا إِنَّكَ لَهُدِينَا لِلْطَّرِيقِ ۖ یلا أُنْفِقُ ۖ ۖ سَنَّةُ ە ۔ رَبَّنَا أَنْعَمْ ۖ ۖ ۔ ۖ ۖ ۖ ۖ
Mixed Exercise

The same rule as above is applied here. Example: - اَوَّلُ is read awwa.

Shaddah on the Vowel

آَوَّلُ ٥ُّوَّ ٦ُّوَّ ٧ُّوَّ ٨ُّوَّ ٩ُّوَّ حُوَّ
دُوَّ ٠وَّ ١وَّ ٢وَّ ٣وَّ ٤وَّ ٥وَّ
زُوَّ ٦وَّ سُوَّ ٧وَّ صُوَّ ٨وَّ عُوَّ ٩وَّ موَّ

آَيُّاَيٗ ِّبِّيِّ ِنٗيِّ ِبِّيِّ ِجَٰیِّ ِجَٰیِّ
Lesson No. 23

As in lesson No. 19, the blank letters given below are silent.

Example:-  ُوَلَّ  is same as  walla;  ِنَّسُع  is nassu

ٌوَالٌ  +  تَالٌّ  +  حَالٌّ  +  مَوالٌّ  +  كَالٌّ  
ٌمَهَالٌّ  +  مَالٌّ  +  مَالٌّ  +  وَالٌّ  +  نَمٌّ  +  نِّرُ  

Mixed Exercise

وَالْذِينَ  +  يَأْتِيُّهَا  الدِّينَ  +  أَمْنُ  السَّفَهاءَ  +  
ٌقَلِيمُو  تَلَّوَا  +  ِكَالِ هَانِ  +  يَأْتِيُّهَا  نَبِيٌّ
Lesson No. 24

There are three cases:  

- صرُّ صرًّا صرَّ
- سُرُّ سُرًّا سُرَّ
- سْرُ سْرًّا سْرَّ

Example:-  سْرِن is sirrin not sir-rin.

Mixed Exercise

Example:-  مِرْجُوًا is mar-juwwan. The last a in alla is not silent.

Shaddah with vertical Fatihah

Example:-  مُسْلِمُ is allaa (not alla); the last a in allaa is elongated. مَسْلِمٌ is sawwaa not sawwa.
Mixed Exercise

Example: - `biyyee` (not `biyyi`). The last two `ee`\text{'s} are very deep.

This lesson has three examples. Other examples come under Lesson No. 27.

Shaddah with vertical Kasrah

Example: - `'allam` etc.

Three Letters with Combined Sound

Example: - `Yassarnal-Qur'an`, only the underlined part of the long word is the three letter combination which is `yassar`.
Note:- The combination of three letters is not affected by blank letters in between. These remain silent. However, blank Alif after Shaddah is not silent.
More examples in two Shaddah side by side. is read 'Lanassadda-qanna'. The following part is from three letter combination.

Example:- is read Luttayyar.

**Lesson No. 28**

**Four Letters with Combined Sound**

Example:- is read Luttayyar.
Note:- The combination of four letters is not affected by blank letters in between. These remain silent. Blank Alif after Shaddah is not silent as explained before.

Lesson No. 29

Tanween before Shaddah

The normal sound of Tanween is not produced if there is a Shaddah immediately after it. There are two situations.

(a) Tanween changes to Fathah, Kasrah or Dammah as the case may be, if Shaddah is upon the consonant.

Example:- طلّ تاّ is read تاّلّi.

(b) Tanween changes to half pronounced ن (Noon Ghunnah) if the Shaddah is on a vowel.

Example:- ۡوُّذَة٥ is read تٰئٰوْذٰة٥. It is not read تٰئٰوْذٰة٥ nor تٰئٰوْذٰة٥. The bracketed (ن) is just an under-tone sound in noon. Examples of Noon Ghunnah are very common in the Holy Qur’ān.
Mixed Exercise

آَذَّى لَهُمْ وُسْطًا لِّتَكُونُوا رَفَعَفُ رَحْيَمٌ غَفُورٌ رَحْيَمٌ طَلُحٌ نَضَيَّ + شَيْئٌ نُحْرٌ لِّيَبِينَ + آَمِرٌ مِّرِيحٍ شَيْطَانٌ رَجُمٌ + بِسْقَتْ لَهَا جَرَاءٌ لَّمَنّ

جَنّتٌ وَعُيُونٌ ذَكْرِيَّةٌ حَيْرَانِيَّةٌ سَاقِطًا يَقُولُوا مَانِدِيُّ يَكِنَّادِيِّ

لَذَّكْرِيَّةٌ + عُيُونُ + مُسْتَمْلَأٌ رَسُولُ اللَّهُ + هَدَى وَ+ عَذِي مَفَتَحَةٌ لَّهُمَا الأَذْبَابُ + بَنَآئٌ وَغَعْوَاصٌ أَيْامٌ نَجِسَاتٌ لِّلُّذُّيِّقُهُمْ بَلُوءٌ وَمِينٌ إِذَا لَّ
خيرًا مَّنْ يُؤنِّمُ + نُورًا تَعَمُّرُ + ذُكُورٌ لِّلْعَلَمِينَ
قَوِّيَّةٌ يُؤَمِّمُهُ لِلَّمُكَّدِمِينَ + قَوْمٌ مِّنْ قَوْمِ
اَحْدَةٌ رَابِيَّةٌ + ثَمَّرَةٌ رِزَقًا + عُيَّنًا يُشَرِّبُ
لُوْلِمُكَّنِنَّهُ + مَّجَّنُونٌ وَازْدَقَرْ + حِضْتَةٌ تَغَفِّرُ
شَرَّ الْأَيْرَةِ + وَلِيَّاٰيَّرُتُ + فِزْرَاتُ وَالسَّمَاءٌ
إِلَّا وَلَدَّةٌ + قَائِدَاٰ الْمَيْتَ + كُلُّ لَهُ
وَجَعَلْنَهَا رَجُوُّا لِلَّشَيْطَانِ + قُوِّيَّةٌ لِّلَّذِينَ
مِنْ كَانَ عَدُوًّا لِّلْحَبِيرِ + ءَ أُعْجِمِيُّ وَرَمَيُّ
غُرُفَ لَّو + لَحْقُ مِثْلِ + رَيْبٌ مَّيَّا + خَيْرٌ مِّمَّا
رَحْمَةٌ مَّيَّا + وَلِكَلِّي وَجَهَةٌ + آيَّاٰمَا تَذَكِّرُوا
لَعْمَ + لِلسَّاعَةِ + نَصِيبٌ مِّمَا احْتَسبُوا
لَعْمَ + لِلسَّاعَةِ + نَصِيبٌ مِّمَا احْتَسبُوا
هُمْمَا ذِمَّاٰشِعِ + غِلَالَلْدَرِينِ + لَقُوِّيَّةٌ ذَكْرُونَ
Lesson No. 30

Five Letters with combined sound

The examples given below have been gradually developed to five combined letters. Finally ُدُرّيْني يُو + گُوَّلَب دُرّي يُوُقَدمِن + حق لِلسائِلي + is read Durriyyu(n)yyu.

Lesson No. 31

Six Letters with combined sound

The examples given below have been gradually developed, the six letters combination is رِلْجَيْن رِلْجِي يِلْجُي يِلْجِي يِلْجُي يِلْجِي يِلْجُي فِي بَخْر لِلْجِي يِلْجُي which is read Rilujiyyi(n)yaghy.

Note:– The other example of six letter combined sound, is given under lesson 33. Apart from it there is no other, in the Holy Qur’ān; nor there is any, of more than six letters combined.

Lesson No. 32

Idgham

Before شدة، if there is a letter with جذب، the letter is dropped out in reading (Idghaam). The letter that occurs before جذب is then combined with شدة.

Example:- قَدْتُ is read قَدْتُ (Qatta).
But if the Jazm in such a situation, is on the letter and the Shaddah sign happens to be on a vowel, then the letter is not dropped out. It is then half pronounced as letter Noon Ghunnah.

Example:- is read Mi(n)wwa. is read A(n)yyu not ayyu.

Mixed Exercise

قَدْ تَذْكَرُواِ إِذْ خَطَّاْ لَكُنَّ لِيْلَ آنَ اللَّهُ
مَّن ُّرَأَيْتُهُ مِنْ مَّنْ رَأَيْتُهُ إِذْ ظَلَّمَهُ وَكَانَ أَحْسَتْ
يَكُن لَّهُنَّ مِنْ لَدَنَا عَصِيَّةً + أَوُّجَحَ + أَوُّؤُحَ +
مِنْ وَقَآءُ + أَوُّجَحَ + مَّنْ يُشْقَى + آنَ يَضُرُّوا اللَّهُ
عَنْ مَّا + مَّنْ تَنَكَّ + لَنْ يَضُرُّوا اللَّهُ + مِنْ وَقَآءُ
فِي مَخَالِيِّ يَضِيِّحْا ارْكَبَ مَعْنَا + آنَ يُمَدْحَكُمَّ
۶۱ ۷۱

۷۱

۶۱

۷۱
After **Maddah** if there comes a letter with **Jazm** or **Shaddah** the letter bearing **Maddah** is first prolonged and then it is combined with the following letter;

Example:-  

\[ \text{康复} \]  is long like \( \text{اءال} \)  

\[ \text{哈盟} \]  is long like \( \text{هاامما} \)  

\[ \text{罗恩} \]  is long like \( \text{Roonnee} \).

These cases are very common in the Holy Qur’an. Therefore there are several mixed exercises in this lesson.

**Mixed Exercise**

\[ \text{فلم يألاالجكرين} + \text{تييقين} + \text{مدها مس} + \text{شر} \]

\[ \text{الوابت} + \text{تنير مضاير} + \text{ضا لا} + \text{كافه} + \text{حاجه} \]

\[ \text{آلل + ال + صفت + الله + إلله} \]

\[ \text{خصو + أمين + حاكدون الل} + \text{وهودون} \]

\[ \text{تخصوون + أمين + يحبأدون الله + يوادون} \]

\[ \text{آن يبتهاسا + تأ مرنوين + ضكرين + حافين} \]
Some chapters of the Holy Qur‘an, after بِسْمِ اللَّهِ, begin with letter(s) of abbreviation. These are made up of one or more, to a maximum of five letters of the alphabet. Their pronunciation is governed by the following rules:

1. A letter bearing Maddah 造型 is read by its original name with a prolonged sound greater than the vertical Fatḥah.
2. A letter with vertical Fatḥah 造型 is pronounced according to its sign.
3. Blank Alif 造型, here, is not silent. It is read by its original name.
4. A letter with Shaddah 造型 combines the letter that comes before it according to common rule.
Noon Qutni is a small print with Kasrah and is written below a blank Alif. The Alif above the Noon Qutni is silent. The Noon is pronounced as per rule. Equivalent Arabic pronunciation is given under each example.

Example:--         is read Yamboo’an (not Yanboo’an).

Meem is also found written over the sign of Tanween when the following letter is ba. In this case Meem is pronounced instead of Noon.

Example:--              is read Nafsimbimaa (not Nafsinbimaa).

Small Meem

In the Holy Qur’an, small  ﻣ is sometimes found printed on top of letter Noon, bearing Jazm when its following letter is ba. In this case Meem is pronounced instead of Noon.
Lesson No. 37

Wuqoof - Stops

The Holy Qur’ān combines several stop signs. Some of them are:

General Stop  Optional Stop  Compulsory Stop  Ayat Sign

and there are also combinations such as:

When any of the above stop signs is met with during the course of recitation of the Holy Qur’ān, there are certain rules to follow, in order to stop there.

1. If the word ends in *jazm* there is no modification of sound at the stop.
   Example:- ْلُؤْرَت  is read *Kuwwirat*.

2. If the word ends in ْنِسَأْأ  it is regarded to be *naswaa’*.
   Example:- ْمَاِلْكَ  is read *naswaa’*.

3. If the word ends with a sign which is not *jazm*, it is changed to *jazm* which then connects the preceding letter.
   Example:- ْمَلْكَ  is read *Malak* and ْشَهْدَأْث  is read *Shuhadaa’* with a catch at end. ْعَبْرَأْمَ  is read *Ghairib*.

4. Ending ْبَا  changes to ْبَا  (ba with Jazm)
   Example:- ْلُؤْرَت  is read *Quwwah*.

5. Blank *Alif* with a double *fatihah* ْلُؤْرَت  before it, changes to *fatihah* ْلُؤْرَت  and *Alif* remains blank.
   Example:- ْمَاِلْكَ  is read *fattah* ْمَاِلْكَ  and ْشَهْدَأْث  is read *fattah* ْشَهْدَأْث  *Raqeebaa*.

6. If the word ends in blank *Alif*, but there is no double *Fatihah* before it. There is no change in sound at the stop.
   Example:- ْمَاِلْكَ  is read ْمَاِلْكَ  *Tabtadoor*.

7. If the word ends in blank ْلَأْا  and the sign preceding it, is double *Fatihah*, then ْلَأْا  changes to *Alif* and double *Fatihah* to simple *Fatihah*.
   Example:- ْمَاِلْكَ  is read *Duhaa*.

8. If the word ends in blank ْلَا  and there is vertical *Fatihah* before it, there is no change of sound at the stop.
   Example:- ْمَاِلْكَ  is read *abaa*.
More examples for practice are given below together with equivalent Arabic in each case.
The Stop Signs

This sign is frequently met with, in the Holy Qur’an. Here one may not stop. Both options are open.

**Not stopping at** : In this case, the sign is regarded to be just \( \overset{\text{ٌ}}{\text{ٌ}} \), which means do not stop. One has to proceed on, to the next word without pause, connecting the next word if need be.

Example: - \( \overset{\text{ٌ}}{\text{ٌ}} \) is read Raheema(n)uwalmuhsanaatu.

**Stopping at** : In this case, the sign is regarded to be just \( \overset{\text{ٌ}}{\text{ٌ}} \), which is the sign of Aaayat meant for stopping. But the stop is observed according to proper rules, given earlier.

**Beginning the next word after** : Here there are three cases.

1. If the word next to \( \overset{\text{ٌ}}{\text{ٌ}} \) begins with Shaddah \( \overset{\text{ٌ}}{\text{ٌ}} \), the Shaddah is replaced by Fathah \( \overset{\text{ٌ}}{\text{ٌ}} \) changes to \( \overset{\text{ٌ}}{\text{ٌ}} \) (Raheema Walmuhsanaatu). Further illustrations of not stopping and stopping at \( \overset{\text{ٌ}}{\text{ٌ}} \) are given below.

2. If the word after \( \overset{\text{ٌ}}{\text{ٌ}} \) begins with a blank Alif and a Laam or it begins with Noon Qutni and a Laam, the start is made with Fathah, and without Noon Qutni. \( \overset{\text{ٌ}}{\text{ٌ}} \) changes to \( \overset{\text{ٌ}}{\text{ٌ}} \) (Aalameeen. Arrahmaanirraheemo).

Further illustration of not stopping and stopping at are given below.
3. If the word after \( \text{ا} \) begins with a blank \( Alif \) or with a \( Noon \) \( Qutni \), but there is no \( Laam \) after it, the word is then started with a sign, same as that of the 3rd, letter after \( \text{ا} \).

changes to \( Haaroona \) \( akhee \).

changes to \( Nufooraa \).

Further illustrations of not stopping and stopping at are given below.
Lesson No. 38

After vertical Kasrah if there is a blank bend, the vertical Kasrah changes to prolonged Kasrah.

Example:—  

Lesson No. 39

Small Seen or Nun

A. Small print  seen is sometimes placed on top of the letter saad. The sound of either letter may be pronounced.

Examples:—

B. Small print  Noon is sometimes written on top of a Noon. These are read as two separate Noon.

Example:—  

Lesson No. 40

Alif Zaa’idah

In the Holy Qur’an, there are several places where there is a blank Alif and there is a Fathah before it and no Jazm or Shaddah after it. This, according to lessons 19 and 23 requires that Alif be pronounced. But in these places it is not pronounced. Therefore such Aliph is called Alif Zaa’idah.

Example:—  

All such places where Alif is superfluous are marked:

1.  Everywhere in the Holy Qur’an is to be read

2.  Everywhere in the Holy Qur’an is to be read
“... No amendment or alteration is to be done in this by reader, for each and everything of it is based on wisdom and experience. Even if (usefulness of) a thing is not understood, it is not to be tempered with...”.

Pir Manzoor Muhammad of Qadian