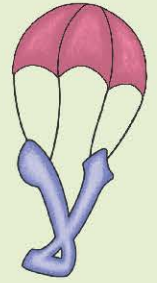


TARBIYAH QUR'AN



CURRICULUM

LEVEL 3



Teacher & Student Manual



TARBIYAH QUR'AN CURRICULUM



BRITISH LIBRARY CATALOGUING IN PUBLICATION DATA

A catalogue record for this book is available from the British Library

ISBN: 978-1-78991-168-8

First Edition: 2024

© Copyright 2024 by The World Federation of KSIMC

PUBLISHED BY

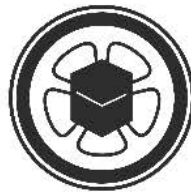
The World Federation of Khoja Shia Ithna-Asheri Muslim Communities
Registered Charity in the UK No. 282303

The World Federation is an NGO in Special Consultative Status with the Economic and Social Council (ECOSOC) of the United Nations

Islamic Centre, Wood Lane, Stanmore, Middlesex, United Kingdom, HA7 4LQ
www.world-federation.org

The moral rights of the author have been asserted.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, except in the case of brief quotations quoted in articles or reviews.



THE WORLD
FEDERATION
OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES

TARBIYAH QUR'AN CURRICULUM

Teacher & Student Manual

SAMPLE CURRICULUM



To all our Qur'an teachers,
past and present.



SAMPLE CURRICULUM

CONTENTS

Transliteration	6
Learning and Teaching the Qur'an	7
Guidance on using the Tarbiyah Qur'an Curriculum	8
Placement Assessment Guidance	8
Group Allocation	9
Recitation Level Assessment	10
General Teaching Tips	14
Sukūn	15
Līn Letters	27
Long Vowels Sounds: Madd Aşli	29
<i>Alif Madd</i>	29
<i>Yā' Madd</i>	34
<i>Wāw Madd</i>	39
Reading Practice from the Holy Qur'an	45
Tanwīn	48
Hamzah	54
Reading Practice from the Holy Qur'an	57
Silent Letters	59
Section A	
1. Silent Letters with <i>Hamzat al-Qat'</i>	60
2. Silent Letters with a Small Round Circle Sign	61
3. Silent Letters with Standing <i>Alif</i>	62
Reading Practice for Silent Letters: Section A (Points 1-3)	63
Section B	
4. Silent Letters ending with <i>Tanwīn Fathah</i>	65
5. Silent Letters followed by <i>Hamzat al-Waşl</i>	66
Reading Practice for Silent Letters: Section B (Points 4 & 5)	67
Examples of Words with <i>Lām Alif in Muşhaf</i>	69
Homework Diary	70

TRANSLITERATION

Arabic terms which do not have standard spellings in English have been transliterated according to the system set out on this page.

ء	a, i, or u (initial form)	ع	'
آ	' (medial or final form)	غ	gh
ا	a	ف	f
ب	b	ق	q
ت	t	ك	k
ث	th	ل	l
ج	j	م	m
ح	h	ن	n
خ	kh	ه	h
د	d	و	w
ذ	dh	ي	y
ر	r	ة	t
ز	z	الـ	al-
س	s	ـا / ـآ / ـأ	ā
ش	sh	ـي	ī
ص	ṣ	ـو	ū
ض	ḍ	ـي	ay
ط	ṭ	ـو	aw
ظ	ẓ		

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEARNING AND TEACHING THE QUR'AN

قَالَ رَسُولُ اللَّهِ (صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ):
مُعَلِّمُ الْقُرْآنِ يَنْغُورُ لَهُ كُلُّ شَيْءٍ حَتَّى الْحُوتَ فِي الْبَحْرِ

Rasūlullāh (s) has said:

'Everything in existence prays for the forgiveness of the person who teaches the Qur'an - even the fish in the sea.'

Uṣūl al-Kāfi, Volume 3, Page 301

قَالَ رَسُولُ اللَّهِ (صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ):
خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ إِلَى غَيْرِهِ

Rasūlullāh (s) has said:

'The best of you is the one who learns the Qur'an and then teaches it to others.'

Al-Amālī of Shaykh Ṭūsī, Volume 1, Page 5

GUIDANCE ON USING THE TARBIYAH QUR'AN CURRICULUM

The Tarbiyah Qur'an curriculum has:

- Recitation manuals (for use by the students, teachers and parents)
- A bespoke teacher training programme
- Bite-sized teacher and parent training videos for each new concept (These are accessible by clicking on or scanning the QR codes in the manuals)
- Resources and activity ideas

The curriculum includes the following manuals:

- Level 1 (Alphabets)
- Level 2 (Joining and *ḥarakah*)
- Level 3 (*Sukūn* upto *shaddah*)
- Level 4 (*Shaddah* onwards)
- Level 5 Beginners (Reciting from the *muṣḥaf*)
- Level 5 Intermediate (Reciting from the *muṣḥaf*)
- Level 5 Advanced (Reciting from the *muṣḥaf*)
- Learning to recite from Uthman Taha *muṣḥaf*

PLACEMENT ASSESSMENT GUIDANCE

When the students begin the academic year at *madrasah* or join midway through the year they should be tested and placed in groups according to their Qur'an recitation ability.

A sample test is available in this manual. This is divided into sections according to the major concepts covered in the manuals

- Each student should be tested individually
- The teacher conducting the test should be familiar with the Tarbiyah Qur'an manuals and the different stages within them
- The student should be made very comfortable when doing the test.

They should not know they are being tested as this might scare them. The teacher should lovingly recite Qur'an with them as per usual practice in the *madrasah*. It should be a relaxed and playful process for them. If a student is very shy or upset, they should not be forced to recite. Their assessment should be postponed to another time when they are more willing to engage

Using the sample test, start with the letters of the alphabet, and ask the student to recite a few letters from each line. Please mark them on the recognition of letters rather than *makhraj*. The *makhraj* is something that will improve with practice, particularly when they progress to concepts like *sukūn*.

If the student knows the letters of the alphabet, move on to the next section (joining). Ask the student to recite a handful of words (5-6) from that section. Keep moving to the next section and doing the same thing until the student is struggling, or does not know the concept at all. Place the student in the level that begins with the concept that he/she is unfamiliar with.

Sometimes, a student may have forgotten the concept in one section (for example, *ḥarakah*), but remembers the section after that (for example, *sukūn*). Hence, it is useful to check one more section after the one they struggle with.

GROUP ALLOCATION

We recommend that once the students are tested, they are grouped according to their ability, i.e. the level they are reciting at from the manual/*muṣḥaf*.

Ideally there should be 5-7 students per teacher. The groups can work parallel to each other within one class.

For example, a group of 5-7 students that are ready to begin learning *ḥarakah* can be put together, a group of 5-7 students that are ready to begin learning *sukūn* can be put together, etc.

RECITATION LEVEL ASSESSMENT

Level	Topic	Words	✓
Level 1	Letters	<p>ي ج ز ط ء ع ح ث ش ه</p> <p>ب م ص ت ق ف و ر ن ا</p> <p>د غ خ ك ض ذ ظ ل س</p>	
Level 1	Joining of the letters	<p>كتب جمع مبر سجد عبد بلغ</p> <p>سكن عبس نص صلب فعل</p> <p>أمر صغر قدر فتح مكر نبأ</p>	
Level 2	Short Vowel	<p>بَرِقَ لُعِنَ عَبَسَ بُغِيَ مَلَأُ تَذَفَ</p> <p>ذُبِحَ خُلِقَ رَحِمَ رَضِيَ كَتَبَ هَدِيَ</p> <p>خَشِيَ سَأَلَ أَخَذَ جُعِلَ نَظَرَ بَطَلَ</p>	
Level 3	Sukūn	<p>مِثْلُ تَدْعُ طِبْتُمْ أَحْسَنَ</p> <p>أَلْحَمْدُ سَمِعِهِمْ فَأَخْرَجَ عَلِمْتُمْ</p>	

Level	Topic	Words	✓
Level 3	Long Vowels	مَغْضُوبٍ إِلَيْكَ سَمِعْنَا فِرْعَوْنَ كُفْرَانٍ كَيْدُهُمْ سُبْحَانَكَ تُرْزِقْنَاهُ الْوَانَهُ هَذَا صَالِحُونَ رَازِقِينَ	
Level 3	Tanwīn	قَدَرًا أَسْفًا أَدْنَى كَذِبًا شَطَطًا كُتِبَ سَنَةِ رُسُلٍ غَضَبٍ لَهَبٍ رَجُلٍ عَمَدٍ	
Level 3	Maddah	وَابْتِغَاءَ يَا أَهْلَ الْكِتَابِ جَزَاؤُهُمْ وَضَعْتُمَا	
Level 3	Silent Letters	وَالْأَسْبَابِ مِنَ الْعِلْمِ فِي الْآخِرَةِ كَفَرُوا وَالْفُؤَادِ فَاَنْفَجَرَتْ فَقُولُوا اشْهَدُوا بَلَى إِلَى يَوْمِ الْقِيَمَةِ	

Level	Topic	Words	✓
Level 4	Tashdīd	يَتَخَبَّطُهُ لِيَمَجِّصَ قَدَّرَ فَلَنُوَلِّيَنَّكَ فَسَيَسِّرُهُ صَدَّقَ كَذَّبَتْ يَتَخَيَّرُونَ	
Level 4	Double Joining	عَلَّمْنَا وَسَخَّرَ الشَّمْسَ مَسَّتْهُمْ صَرَّفْنَا	
Level 4	Tanwīn followed by shaddah	أَذَى لَهُمْ وَسَطَّالِكُمْ رَأَوْفٌ رَّحِيمٌ غَفُورٌ رَّحِيمٌ طَلَعُ نَضِيدٌ شَيْءٌ نُّكْرٌ	
Level 4	Sukūn followed by haddah	عَبَدتَّ قُلُوبُ رَبِّ أَمَّنْ لَا وَإِنْ مَسَّهُ الشَّيْءُ مِنْ رَبِّهِمْ عَجَّلْ لَنَا بَلْ لِلَّهِ مِنْ مَدَّ كِرٍ يُبَيِّنْ لَنَا مَنْ يَتَّبِعُ يُوجِّهُهُ وَمَهَّدتُّ	
Level 4	Hurūf al-Muqatta'āt	ق ط ه يس الم كه يعص	

GENERAL TEACHING TIPS

- It is important to have smaller group sizes for younger students. MCE recommends 5-7 per group, otherwise it can be detrimental for students. It is possible you may need to merge year groups for Qur'an and then divide them according to ability
- Begin each lesson with a recap of the previous lesson and give each student an opportunity to recite
- When introducing a new concept, first use the whiteboard to teach and then move onto reciting examples from the manual
- Use the resource ideas provided with each lesson to help students learn through fun and play. This can be done in the last 15 minutes of the class. It is important that the main teaching component be at least 20-25 minutes in duration to ensure students grasp the concept and get enough recitation practice. This should be done in an interactive manner, as demonstrated in the training programme
- Incentivise the students with praise, stickers, etc. Choose whatever is suitable for that age group/student!
- Communicate with parents to recite Qur'an daily so that the students progress well. Young children only need to recite for 5-7 minutes per day on a consistent basis to improve

PLEASE NOTE:

ALL YELLOW BOXES REPRESENT
RECITATION FORMAT & NOT WRITTEN FORMAT

SUKŪN

- The *sukūn* is another sign that appears on top of letters in Arabic
- It is a semi-circle shape. It means silent, and it shows that the letter has no vowel and only the sound of the letter should be pronounced
- In Arabic, a word can never begin with a letter bearing *sukūn*
- A letter with *sukūn* must be joined to the letter before it

Click or Scan me



Example:

Farḥat

Anwar

Aṣghar

فَرَحَاتٌ

أَنْوَارٌ

أَصْغَرٌ

- **Please note:** In the following section, examples with makhārij of Isti'lā letters (heavy letters) that appear with *sukūn* are in pink



فَرَّ	Fa Ra, Fa Ra, Far	جَدُّ	Ja Da, Ja Da, Jad.
مُجِّجٌ	Mu Ja, Mu Ja, Muj.	ثَنِي	Tha Na, Tha Na, Than.
هَاقٌ	Ha Qa, Ha Qa, Haq.	مِفِّفٌ	Mi Fa, Mi Fa, Mif.

كَبُّ	كَبُّ	أَبُّ	أَبُّ
سَبُّ	سَبُّ	سَبُّ	سَبُّ
جَبُّ	جَبُّ	لَبُّ	أَبُّ



شَبُّ	دَبُّ	ظَبُّ	ظَمُّ
سَمُّ	سَمُّ	نَمُّ	شَمُّ
رَمُّ	رَمُّ	نَمُّ	قَدُّ

جَبُّ	بَبُّ	بَبُّ	ظَنَّ
حَنَّ	رَجَبُ	بَطَّنُ	بَبُّ
يَقِيُّ	بَبُّ	مَلُّ	بَبُّ



كَلَّ كَرَّ بَرَّ نَرَّ

لَجَّ جَرَّ عَثَّ جَبَّ

حَثَّ حَثَّ هَثَّ مَثَّ

مَهَّ سَهَّ نَهَّ

هَثَّ جَبَّ قَثَّ نَجَّ

فَحَّ سَحَّ شَحَّ يَحَّ



سُبُّ

سِبِّ

سَبِّ

حُبِّ

حِبِّ

حَبِّ

جُبِّ

جِبِّ

جَبِّ

مُدُّ

مِدِّ

مَدِّ

سُدُّ

سِدِّ

سَدِّ

سُنُّ

سِنِّ

سَنِّ



مُنُّ

مِئُّ

مَنْ

كُنُّ

كِئُّ

كَنْ

شُنُّ

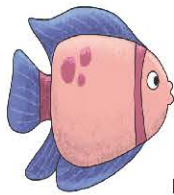
شِئُّ

شَنْ

بُّبُّ

بِئُّ

بَنْ



فِئُّ

فَنْ

فُهُ

فِئُّ

فِئُّ



هَبَّجْ	رَنَّ	بُزُّ	بُّبُّ
طَبُّ	حُدُّ	أَدُّ	طَبُّ
سَفُّ	زَكُّ	أَدُّ	طَبُّ

سَبُّجْ	عُدُّ	وَبُّ	مُقُّم
وَهْ	وَدُّ	وَدُّ	هَبَّجْ
صُتُّ	كُدُّ	خِرُّ	وَنُّ 1



Previously, all the examples with *sukūn* had a letter with a *ḥarakah* before it. Now they are introduced to longer words. The first line shows boxes around the two letters that join together, i.e. the letter with *sukūn* and the letter with *ḥarakah* before it. Ask the students to draw a box around the letters that join together on the rest of the lines.

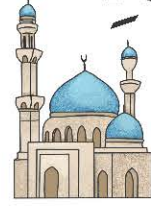
فَلَمَّ	فَقَدَّ	لَقَدَّ	فَهَبَّ
خَلَقِ	خَلَقْ	خَلِقُ	خَلَقَ

عَظْمٌ	مِثْلُ	فَهَبُ	وَزْنُ
تَدْعُ	وَعَاءٌ	خِفْتُ	قَبْلَ

مُلْكُ	فَلَنْ	مَكْرٌ	تُغْنِي
قُلْتُ	قُلْتَ	دُمْتُ	



مَسْجِدٍ أَعْبُدُ حَاكِمَتَ



يَعْلَمُ تَكْفُرُ أَنْطَعِمُ

قُلْتُمْ أَحْسَنَ تَعْلَمُ

أَظْلَمَ مُرْسِلَ تَرْقُبُ

مَعَكُمْ طِبْتُمْ يَغْفِرُ

تَحْسَبُ قُلْتُمْ مِنْهُمْ



يَأْذَنَ

وَأْمُرُ

قَرَأَتْ

يَأْمُرُ

يَأْتِيهِمْ



شِئْتَ

بِئْسَ

جِئْتُمْ

أُنزِلَ

عَجِبْتَ

أَجْلِبُ

يَحْسَبُ

فَعَلَنَ

يُرْسِلَ

نُرْسِلُ

أَخْرَجَ



نَفَعَلُ

نَعْبُدُ

تُسْمِعُ

تَسْمَعُ

أَنْعَمْتَ

أَمْسِكُ

أَبْرَحُ



قِبْلَةٌ

يَجُكُّمَ

أَرْحَمُ

ضَلَلْتُ

نَطْبَعُ

تَقْصِبُ

فُلْكِ

أَنْعَمْتَ

يَجْمِلُ

سَمِعِهِمْ

أَمْثَلَهُمْ



رَحْمَتِكَ سَمِعْتُمْ أَخَذْتَهُمْ

أَصْرَهُمْ فَرَضْتُمْ

نَتَّبِعُهُمْ طَائِمْتُمْ خَطْبُكَ

يُدْخِلُكُمْ فَأَخْرَجَ

أَلَمْ نَشْرَحْ لَكَ صَدْرِي

أَقْرَرْتُمْ لِتَفْتَرِي

LĪN LETTERS

When there is a letter with a *fathah*, followed by a *sukūn* on a و or ی, they join together, producing an 'aw' or 'ay' sound.

بِيْ أَيْ دَوَّ أَوْ

Click or Scan me



سَوِّ فَوِّ مَوِّ زَوِّ أَوِّ

بَوِّ تَوِّ جَوِّ حَوِّ قَوِّ

حَوْلَ فَوْزَ فَوْقَ

قَوْلَ نَوْمَكُمْ قَوْمَ

يَنْهَوْنَ فِرْعَوْنَ يَنْهَوْنَ

يَوْمِكُمْ تَحْيَوْنَ



أَيُّ بَيِّ حَيِّ دَيِّ سَيِّ

لَيِّ لَيِّ لَيِّ لَيِّ

خَيْرٌ رَيْبٌ كَيْفٌ

أَيْنَ حَيْفٌ بَيْنَ

غَيْبٌ كَيْلٌ حَيْثُ

يَدَيْهِ إِلَيْكَ أَبَوَيْهِ

عَلَيْهِمْ كَيْدَهُمْ زَوْجَيْنِ

LONG VOWEL SOUNDS: MADD AŞLI

There are 3 long vowels in Arabic:

1. The long vowel of *alif*. For example: بَا
2. The long vowel of *ya*. For example: يَا
3. The long vowel of *wāw*. For example: وَاو

LONG VOWELS: ALIF MADD

In this lesson, the long vowel of *alif* is explained.

Click or Scan me



- When the long vowel of *alif* appears after a letter with a *fathah ḥarakah*, it has to be elongated for 2 counts. For example:

بَ = Ba (short)

بَا = Bā (long)

- Please ensure the students are saying 'aa' as in mark and dark, i.e. their mouth is open, and NOT as in pur, fur.
- The long vowel of *alif* is sometimes written as a little *alif* above the letter. This also has to be elongated for 2 counts. For example:

بَ = Ba (short)

بَا = Bā (long)

بَ = Bā (long)

- The long vowel of *alif* following the letter ت in the word كِتَاب is written as كِتَاب.

- The long vowel of *alif* has the same pronunciation if it is written after the letter with *fathah*, or as a small *alif* on top of the letter.



بَ = Ba (short)

بَا = Bā (long)

بَا بَا بَا بَا
بَا بَا بَا بَا

قَالَ قَالَ قَالَ قَالَ
طَالَ طَالَ طَالَ طَالَ

فَلَا وَمَا وَمَا
مِنْهَا وَأَنَّ وَأَنَّ



مَكَانَ

سَمِعْنَا

فَرَاغَ

أَخْرَجْنَا

أَحْيَا

رَزَقْنَا

مَشَارِبُ

قَابِ

خَلَقْنَا

ءَادَمَ

أَمَاتِ

أَهْلَكْنَا

أَنْفُسَنَا

عِبَادِ

وَجَاعِلُ

أَخَافُ

هُنَالِكَ

مَشَارِبُ



بَ = Ba (short)

بَا = Bā (long)

بٌ = Bā (long)

صَا لَا رَا خَا كَا

يَا طَا وَا ظَا قَا عَا

مَلِكِ

هَذَا

رَوَّاسِي

تَسْعَى

كِتَبَ

قَصِرَاتِ

سَمَوَاتِ

وَفَوَاكِهَ

يَقَوْمِ

فَأَلْقَاهَا

ظُلْمَتِ



سُبْحَانَكَ أَيُّوبَ إِذْ أَنَاهِمُ

وَاطْفَى عَلَى خَطَايِكُمْ

جَمَعْنَاكُمْ رَزَقْنَاهُمْ فَرَاغًا

أَهْوَى فَقَضَى مُؤْتَفَكْتُ

فَرَدَدْنَاهُ تَخْفَى وَهَمَّ

عَاقِبَةُ مُبْرَكَةٍ هَذَا فِرَاقُ

LONG VOWELS: YĀ' MADD

Click or Scan me



- In this lesson, the long vowel of **ی** is explained
- When the long vowel of **ی** appears after a letter with a *kasrah ḥarakah*, it has to be elongated for 2 counts. For example: **بِ، بِی**
- The students should be saying the sound like **need** and **feel**, and NOT till, fill
- **Please note:** The dots for the letter **ی** will not appear when the **ی** is the final letter in the word. They will appear in all other places within the word.

For example: **الَّذِي | الَّذِينَ**

بِ = *Bi* (short)

بِي = *Bī* (long)

طِي	يِي	رِي
عِي	نِي	ضِي
لِي	رِي	فِي
نِي	هِي	تِي



بَيْنِي

أُمِّي

فِيهِ

تَبِعَنِي

رِيحٍ

تَجْرِي

طِينٍ

تُصْنَعِي

تَجْرِي

مُصْلِحِينَ

سَتَجِدُنِي

سَيِّئِينَ

كَافِرِينَ

صَادِقِينَ

لِمَسْكِينٍ



رَازِقِينَ

مُهْطِعِينَ

بِتَأْوِيلِ

تُبَيِّدُكُمْ

مُجْرِمِينَ

تُصَحِّبُنِي

عِيسَىٰ

فَاسِقِينَ

مِيقَاتٍ

مُسْتَقِيمٍ

لَكَبِيرُكُمْ

غَوِينَ



After the letter ه, the long vowel of ی is sometimes written as a small ے as shown below:

ه = Hi (short)

ھی = Hī (long)

هے = Hī (long)

وَقِيلِهِ

رُسُلِهِ

بِهِ

يَسْتَحِي

إِلَيْهِمْ

سَبِيلِهِ

نُحِي

عَمَلِهِ

بَعْدِهِ

بِمُزْحِزِحِهِ

فَضْلِهِ

خَلْفِهِ

قَوْمِهِ



عِبَادِهِ

وَصَّحْبَتِهِ

فَوْقِهِ

سَعْتِهِ

بِئَمِينِهِ

يُحْيِيهِ

بِيَدِهِ

ثَمَرِهِ

وَأَنْبِيَاءِهِ

وَمَلَائِكَتِهِ

قَبْلِهِ

بِرَحْمَتِهِ

LONG VOWELS: WĀW MADD

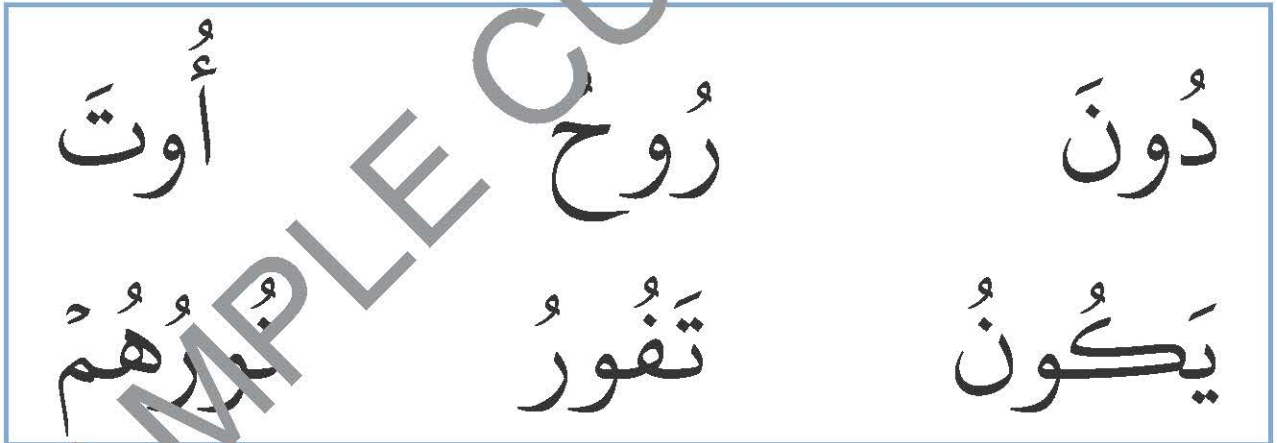
- In this lesson, the long vowel of و is explained
- When the long vowel of و appears after a letter with *ḍammah*, it has to be elongated for 2 counts. For example: جُوجُ , جُو
- The students should be saying the 'oo' sound like in **boots** and **food**

Click or Scan me



بُ = Bu (short)

بُو = Bū (long)





صَالِحُونَ أَوْحَى مَغْضُوبٍ

إِذْ تَدْعُونَ مَنْفِقُونَ

يُعْبَدُونَ رُءُوسِهِمْ

فَخُورٌ يَنْوَحُ أُوتِيْتُمْ

مَا تَدْعُونَ خَالِدُونَ

بُيُوتِكُمْ نُودِي نُوحِيهِ



After the letter ه, و or ء, the long vowel of و is sometimes written as a small و as shown below:

و = Hu (short)

هُ = Hū (long)

هُ = Hū (long)

أَمْرُهُ

فَعَلْتُهُ

لَهُ

تَلُّونَ

دَاوُدَ

عِبَادَهُ

مَوْءُودَةَ

أَلْوَانَهُ

سُبْحَانَهُ

قُلْتُهُ

يَسْتَوُونَ

عَلِمْتَهُ

وُورِي



عَامُرُهُ

بَعَثَهُ

مُلْكَهُ

وَنَرِثُهُ

قَبْلَهُ

مَالَهُ

أَخْلَدَهُ

كَتَبَهُ

وَجِهَهُ

أَجْرَهُ

يَجْعَلُهُ

قَمِيصَهُ



READING PRACTICE

يَقُولُ يُرْضُونَكَ نَسُوهُ

صِرَاطًا يَدَاهُ بَعْصَاكَ

فَوْقَهُ فَسِيحُضُونَ أَهْلَهَا

بُورِكَ نَارٍ يُجَدِّدُ

تُوَعَّدُونَ نَسِيًا سَنُقْرِئُكَ

جَنَاحَكَ سَنَزِيدُ لَوْقَعَتِهَا



غَافِلُونَ أَخُوكَ حُوتَهُمَا

مُؤَاقِعُوهَا لِفَتَاهُ فَوْجَدَا

تَحْيُونَ وَيَسْتَخْرِجَا

سُبْحَانَكَ بَيْنَنَا خَابَ

يُرِيدَانِ نُوحِيهِ رَزِيقَيْنِ

تُقْتَلُونَ لَقِيَا فَذَانِكَ



READING PRACTICE FROM THE HOLY QUR'AN

Surah Tā Hā, 20:57

قَالَ أَجِئْتَنَا لِتُخْرِجَنَا مِنْ أَرْضِنَا

بِسِحْرِكَ يَا مُوسَى ﴿٥٧﴾

Surah al-Kahf, 18:61

بَلَّغَا هَجْمَع بَيْنَهُمَا نَسِيًا حُوتَهُمَا...

Surah al-Baqarah, 2:128

...وَأَرِنَا مَنَاسِكَنَا وَتُبِّ عَلَيْنَا...

Surah al-A'raf, 7:25

قَالَ فِيهَا تَحْيَوْنَ وَفِيهَا تَمُوتُونَ

وَمِنْهَا تُخْرَجُونَ ﴿٢٥﴾



Surah al-Mu'minūn, 23:36

هَيَّاتَ هَيَّاتَ لِمَا تُوعَدُونَ ﴿٣٦﴾

Surah al-Baqarah, 2:279

وَإِنْ تُبْتِغُوا فَلَكُمْ رُءُوسُ أَمْوَالِكُمْ
لَا تَظْلِمُونَ وَلَا تُظْلَمُونَ ﴿٢٧٩﴾

Surah al-A'rāf, 7:186

...وَيَذَرُهُمْ فِي طُغْيَانِهِمْ يَعْمَهُونَ ﴿١٨٦﴾

Surah Āl 'Imrān, 3:55

...فَأَحْكُم بَيْنَكُمْ فِيمَا كُنْتُمْ فِيهِ
تَخْتَلِفُونَ ﴿٥٥﴾



Sūrah Anfāl, 8:2

...وَجِلَّتْ قُلُوبُهُمْ وَإِذَا تُلِيَتْ عَلَيْهِمْ
آيَاتُهُ زَادَتْهُمْ ...

Surah al-Baqarah, 2:61

...وَفُومِهَا وَعَدَسِهَا وَبَصَلِهَا قَالَ
أَتَسْتَبْدِلُونَ ...

Surah Āl 'Imrān, 3:8

...لَا تُزِعْ قُلُوبَنَا بَعْدَ إِذْ هَدَيْتَنَا ...

Surah Āl 'Imrān, 3:29

...مَا فِي صُدُورِكُمْ أَوْ تُبْدُوهُ يَعْلَمُهُ ...

TANWĪN

Adding an extra short vowel to make a double vowel or *tanwīn*, results in the addition of a ن sound.

Click or Scan me



- *Fathah* with *tanwīn* makes an 'un' sound as in *buⁿ*, *suⁿ*, *fuⁿ*

فَا = فَانْ سَا = سَانْ بَا = بَانْ

- *Kasrah* with *tanwīn* makes an 'in' sound as in *biⁿ*, *siⁿ*, *fiⁿ*

فِي = فِينْ سِي = سِينْ بِي = بِينْ

- *Dammah* with *tanwīn* makes an 'un' sound as in *salām^{un}*, *'aliyy^{un}*, *khayr^{un}*

فُا = فُونْ سُا = سُونْ بُا = بُونْ

سُونْ = سُ + نْ



رَغَدًا

أَبَدًا

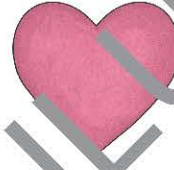
ثَمَنًا



Dog

كَلْبٌ

قَلْبٌ



Heart

عِنَبًا

مَثَلًا

لَهَبٌ

لَعِبًا



أُذُنٌ

قَصَصًا

عَلِيْبًا

سُرْرٌ

سَمِيْعٌ

نَهْرٌ

بَاسِطٌ



شَجَرٌ



نَفَرَهُ

أَحَدٍ

قَسَمَهُ

رُسُلَهُ

شَطَطًا

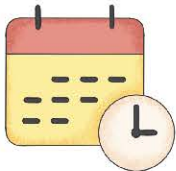


رَبِّهِ

سِينَةً

كُتِبَ

بَشْرَهُ



Delay

عَجَلٍ



Hurry (Haste)

بَشْرَهُ

مَلِكًا

طَبَقًا



Trustworthy

أَمِينٍ

عَمِينَ



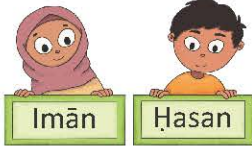
Blind



فَضْلٌ

مَسَدٌ

عَظِيمٌ



Name

إِسْمٌ

إِثْمٌ



Sin

شَدِيدٌ

عَلَقٌ

كَذِبًا

وَالِدٌ

رَعُوفٌ

شِقَاقٌ

لَبَّابًا

قَدَرًا

أَسِيفًا



Halāl

حَلَالٌ

هِلَالٌ



Crescent



لَعِيبٌ

حَرَجٌ

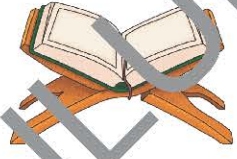
مَرَضٌ



Painful

أَلِيمٌ

عَلِيمٌ



All-Knowing

كَبِيدٌ

مَطْبِقٌ

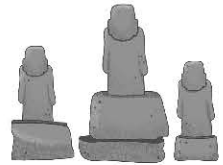
عَمَدٌ



Bright

مَشْرِيقٌ

مُشْرِكٌ

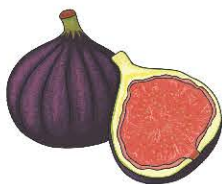


Polytheist

فَايِيقٌ

شَهَادَةٌ

مُكْتٌ



Fig

تَيْنٌ

طِينٌ



Clay

There are 2 types of *hamzah*:

Click or Scan me



1. *Hamzat al-qat'* – (أَ)

This is the 'u' sound like in the word umbrella – either with *fathah*, *kasrah*, *dammah*, or *tanwīn*.

2. *Hamzat al-waṣl* (connecting *hamzah*) – (أِ)

This is only pronounced when beginning a new sentence or phrase. In the middle of a word or sentence, it has a connecting function and is not pronounced.

<i>Hamzat al-waṣl</i> (connecting <i>hamzah</i>)	<i>Hamzat al-qat'</i>
فَاعْبُدْ	وَإِذَا
فَارْجِعْ	أَوْتِي
فَاصْبِرْ	إِسْحَقْ
وَأَسْمِعْ	وَأَسْمِعْ
فَاخْرُجْ	فَاعْرِضْ



وَالْقَمَرُ

وَالْقُرْءَانَ

وَإِذَا الْقُبُورُ

وَالْمَيْسِرِ

وَالْمُرْسَلَاتِ

وَالْوَثْرِ

وَالْمُشْرِكِينَ

مَطَّلِعِ الْفَجْرِ

لَيْلَةِ الْقَدْرِ

فَالْعَاصِفَاتِ



أَقْصَا الْمَدِينَةِ فَاسْمَعُونَ

صَدَدْنَاكُمْ عَنِ الْهُدَىٰ

وَجَعَلْنَا الْأَعْمَلَ

مِنَ الْأَعْرَابِ كَذَّبَ الْفُؤَادُ

وَمَا يُبْدِيُّ الْبَطْلُ

فِي الْعَذَابِ مُحْضَرُونَ



READING PRACTICE FROM THE HOLY QUR'AN

Surah Āl 'Imrān, 3:6

هُوَ الْعَزِيزُ الْحَكِيمُ ﴿٦﴾

Surah Āl 'Imrān, 3:9

لَا يُخْلِِفُ الْبَيْعَةَ ﴿٩﴾

Surah an-Najm, 53:7

وَهُوَ بِالْأُفُقِ الْأَعْلَى ﴿٧﴾

Surah Āl 'Imrān, 3:12

وَبِئْسَ الْمِهَادُ ﴿١٢﴾

Surah Āl 'Imrān, 3:14

عِنْدَهُ حُسْنُ الْمَعَابِ ﴿١٤﴾



Surah Qāf, 50:16

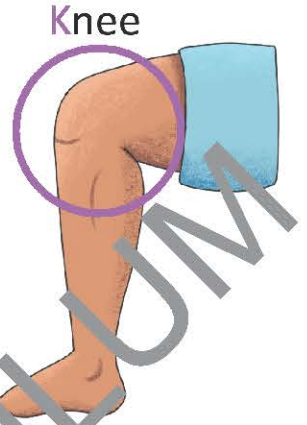
وَلَقَدْ خَلَقْنَا الْإِنْسَانَ وَنَعَلْمُ مَا
نُؤَسِّسُ بِهِ نَفْسَهُ وَنَحْنُ أَقْرَبُ
إِلَيْهِ مِنْ حَبْلِ الْوَرِيدِ ﴿١٦﴾

Surah al-Ahqāf, 46:20

... وَأَسْتَمْتَعْتُمْ بِمَا فَالْيَوْمِ
تُجْزَوْنَ عَذَابَ الْهُونِ بِمَا كُنْتُمْ
تَسْتَكْبِرُونَ فِي الْأَرْضِ ...

SILENT LETTERS

- In Arabic, there are some letters which are written but not pronounced. They are silent letters
- This is similar to English. For example, in the word **k**nee, the 'k' is silent
- Most examples of silent letters relate to the letters:
والألى
- There are a few different categories of silent letters outlined over the next few pages



SILENT LETTERS: SECTION A (POINTS 1-3)

1. SILENT LETTERS WITH *HAMZAT AL-QAT'*

و and ی are not pronounced when *hamzat al-qat'* comes above or below them. The *hamzat al-qat'* sound is pronounced instead. Remember, it sounds like 'u' in the word umbrella.

- *Hamzah* is a royal letter so it needs to sit on a chair!
- The silent letters are written but not pronounced



Click or Scan me



يُدِيُّ	يُؤْمِنُونَ	قُرَيْشٌ
يُدِيءُ	بُؤءُ مِّنُونَ	قُرَاءٌ

سُيِّلَ	وَالْمُؤْتُونَ	نُؤْمِنُ
رَأْبُرِيُّ	يُؤَثِّرُ	تُؤَثِّرُونَ
بِئْسَا	شَطِيٌّ	بِسْؤَالٍ
مُؤَصَّدَةٌ	يَوْمِيذٍ	فِيئْتِكُمْ



2. SILENT LETTERS WITH A SMALL ROUND CIRCLE SIGN

ا, و and ى are not pronounced when a small round circle sign is above it. The letter is just ignored.

كَفَرُوا	أُولَئِكَ	أَفَايِنُّ
كَفَرُوا	أَلَّئِكَ	أَفَّيْنُنْ

وَكَانُوا	عَلِمُوا	قَالُوا
لَأُولِي	أَشْرَكُوا	نَبِيٍّ
عَمِلُوا	وَمَلَأِيهٖ	ذَكَرُوا
مِائَةٍ	سَأُورِيكُمْ	بِأَيْدِي



3. SILENT LETTERS WITH STANDING ALIF

و and ی are not pronounced when there is a standing/small *alif* above them. Instead, the long vowel 'aa' sound is linked to the previous letter.

زَكُوَّةٌ	صَلُوَّةٌ	مُوسَى
زَكَاةٌ	صَلَاةٌ	مُوسَى

تَلَّهَا	حَيَّوَةٌ	بَلَى
تَلَاهَا	حَيَّاهُ	بَلَا

فَتَرَّاهُ	مَنَوَةٌ	يَسْعَى
هَوَّاهُ	فَتَخَشَى	رَبَّوْا
بِالْغَدَوَةِ	أَتَى	كَمِشْكُوَةٍ



READING PRACTICE FOR SILENT LETTERS:
SECTION A (POINTS 1-3)

تَسْعَى

مَتَى

بُئْسَ

تُوْتِي

إِذَا اسْتَيْسَسَ

فَنَادَى

سَمَرَاتِي

أَبِي

يَأْيَأُسُ

سُكْرَى

هُدَى

عَلَى

تَصْبِرُوا

يُوتِ

وَضَحَاهَا



طَغَى تَكُونُوا نَرَى

ضُحَى وَالْفُؤَادَ

ءَامَنُوا يَنْشَاهَا لَيْسُوا

فَيَنْقَلِبُوا وَالْوَالِدَيْكَ

كَسَبُوا أَوْلَى لَا يَبِ

يَذَرُوكُمْ أُولُوا الْأَلْبَابِ

SILENT LETTERS: SECTION B (POINTS 4 & 5)

4. SILENT LETTERS ENDING WITH *TANWĪN FATĤAH*

The letters ا and ي at the end of a word with *tanwĪn fatĥah* are not pronounced.

Click or Scan me



عَلِيمًا	حَكِيمًا	هُدًى
عَلِيمٌ	حَكِيمٌ	هُدٌ

طُورًا	أُورًا	مَفَازًا
صَلِحًا	سُورًا	كُرْهًا
سَبْعًا	شَهْرًا	قُرًى
مَصِيرًا	ضُبْحًا	بَعِيدًا



5. SILENT LETTERS FOLLOWED BY *HAMZAT AL-WAṢL*

أ, و and ي are not pronounced when they come in the middle of a word or group of words, and are followed by an *alif* that has *hamzat al-waṣl* on it.

Easy explanation: Take the letter and jump to *sukūn*.

فِي الْمِيزَانِ	ذُو الْجَلَلِ	ذَا الْقُرْبَى
فَلْمِيزَانِ	ذُجَلَلِ	ذَلْقُرْبَى

فِي الْأَرْضِ	ذُو انْتِقَامٍ	فِي الْبَحْرِ
فِلْأَرْضِ	ذُنْتِقَامٍ	فِلْبَحْرِ

ذُو الْعَرْشِ	ذَا الْأَيْدِ
فِي الْكِتَابِ	عِيسَى ابْنِ
فَلَا اقْتَحَمَ	



READING PRACTICE FOR SILENT LETTERS:
SECTION B (POINTS 4 & 5)

عَجُولًا

نَفْعًا

خَلِدًا

كَثِيرًا

وَالْأَفْلَكِ فِي

سَبِيلًا

وَالْمُبِيرِ

كَيْدًا

وَعَاتِي الْمَالَ

عَلَى الْكَذِبِيِّ

مُرْشِدًا

إِلَى يَوْمِ الْقِيَامَةِ



أَيِّمًا

أَمْرًا

بَابًا

حَسَنًا

بَصِيرًا

خَيْرًا

عَلَى الْأَعْيُنِ

ذُو الْعَصْفِ

ذِي الْمَعَارِجِ

فَقُولُوا أَشْهَدُوا

عَلَى الْمَوْسِعِ

ذِي الْقَرْنَيْنِ

EXAMPLES OF WORDS WITH

LĀM ALIF IN MUṢḤAF

لَا أَلَا لَ أَفَلَا

ذُو الْأَوْتَادِ

قَالَ الْمَلَأُ

لَا أُخْرِنُهُمْ

وَالأَغْلَلِ

عَلَى الْأَعْرَجِ

فِي الْأَخِيرَةِ

وَأَلْقَى الْأَلْوَابِحَ

لَا وَلَهُمْ

فِي الْأَرْضِ

لَا أَحَدِي الْكُبَرِ

SAMPLE CURRICULUM



THE WORLD
FEDERATION
OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES



INDIA
FEDERATION
COUNCIL OF ALL SHIA JAMAATS



Federation
of Australasian
Communities Inc



THE FEDERATION OF SHIA
SHIA IMAM ASHERI JAMAATS OF
PAKISTAN



NASIMCO
North American Shia Ithna - Asheri Muslim Communities Organization

ISBN 978-1-78991-168-8



9 781789 911688