

TARBIYAH QUR'AN CURRICULUM

LEVEL 5

BEGINNERS

وَمَا يَنْبَغِي إِلَّا أَنْ يَرْجِعَ إِلَى اللَّهِ



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: 978-1-78991-170-1

First Edition: 2024

© Copyright 2023 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 Assessment	10
General Teaching Tips	11
Reciting from the <i>mushaf</i>	12
Teacher and Student Resources	13
Icons Key	14
Tips For Listening	14
Articulation Points of <i>Isti'lā'</i> Letters	15
Lesson 1 - Week 1 of 2	16
<i>Makhraj</i> of letter ص	
Short vowel of <i>fathah</i>	
Lesson 1 - Week 2 of 2	22
Long vowels with <i>alif</i>	
Lesson 2 - Week 1 of 2	26
<i>Makhraj</i> of letter ض	
Short vowel of <i>kasrah</i>	
Lesson 2 - Week 2 of 2	34
Long vowels with ي	
Lesson 3 - week 1 of 2	38
<i>Makhraj</i> of letter ط	
Short vowel of <i>dammah</i>	
Lesson 3 - Week 2 of 2	46
Long vowels with و	
Lesson 4	50
<i>Makhraj</i> of letter ظ	
<i>Nūn</i> and <i>mīm ghunnah</i>	
Lesson 5	58
<i>Makhraj</i> of letter خ	
<i>Makhraj</i> of letter غ	
Lesson 6	70
<i>Makhraj</i> of letter ق	
Rules of recitation of the majestic word Allah	
Homework Diary	77

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 / ـى	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.

For students that are reciting from the *muṣḥaf*, they should be tested to see if they are best suited to use the level 5 beginner, intermediate or advanced level manual

- Once the student has recited the excerpt provided, the guidance underneath should be followed to allocate them to a suitable level
- 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. It should be a relaxed 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

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 *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 from the Level 5 beginners manual can be put together, a group of 5-7 students that are ready to begin learning from the Level 5 intermediate manual can be put together, etc.

RECITATION LEVEL ASSESSMENT

Level	Topic	Verses	✓
Holy Qur'an	Sūrat al-A'raf, verses 61-64	<p style="font-size: 1.2em;">أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿٦١﴾</p> <p style="font-size: 1.2em;">بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٦٢﴾</p> <p style="font-size: 1.2em;">قَالَ يَقَوْمِ آيِسُ بِي ضَلَلْتُمْ وَلَكِنِّي رَسُولٌ مِّن رَّبِّ الْعَالَمِينَ ﴿٦٣﴾ أُبَلِّغُكُمْ رِسَالَاتِ رَبِّي وَأَنْصَحُ لَكُمْ وَأَعْلَمُ مِنَ اللَّهِ مَا لَا تَعْلَمُونَ ﴿٦٤﴾ أَوْعَجِبْتُمْ أَنْ جَاءَكُمْ ذِكْرٌ مِّن رَّبِّكُمْ عَلَى رَجُلٍ مِّنكُمْ لِيُنذِرَكُمْ وَلِتَتَّقُوا وَلَعَلَّكُمْ تُرْحَمُونَ ﴿٦٥﴾ فَكَذَّبُوهُ فَأَنْجَيْنَاهُ وَالَّذِينَ مَعَهُ فِي الْفُلِكِ وَأَغْرَقْنَا الَّذِينَ كَذَّبُوا بِآيَاتِنَا إِنَّهُمْ كَانُوا قَوْمًا عَمِينَ ﴿٦٦﴾</p>	✓

Please find below a rough guide for allocating students to different levels once they are reciting from the *muṣḥaf*.

Holy Qur'an	If student can:	<ul style="list-style-type: none"> Recognise and pronounce letters correctly Spell words correctly (recognise short & long vowels) Apply <i>sukūn</i> and <i>shaddah</i> correctly 	<p style="font-size: 0.8em; color: purple;">move to</p> <p style="font-size: 1.5em;">↓</p> <p style="color: purple; font-weight: bold;">Beginners</p>
		<ul style="list-style-type: none"> Apply <i>ghunnah</i> on <i>nūn</i> and <i>mīm shaddah</i> Pronounce <i>isti'la'</i> letters correctly Apply rules of the majestic word Allah correctly 	<p style="font-size: 0.8em; color: purple;">move to</p> <p style="font-size: 1.5em;">↓</p> <p style="color: purple; font-weight: bold;">Intermediate</p>
		<ul style="list-style-type: none"> Recite fluently Apply <i>qalqalah</i> correctly Apply rules of stopping correctly 	<p style="font-size: 0.8em; color: purple;">move to</p> <p style="font-size: 1.5em;">↓</p> <p style="color: purple; font-weight: bold;">Advanced</p>

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

**To access teacher/ parent training videos,
please click/ scan the QR codes in this manual**



RECITING FROM THE *MUŞĤAF*

Once your students finish the level 4 manual, they are ready to start reciting from the *muşĥaf*. The *muşĥaf* is the Arabic name for the compiled, written pages of the Qur'an.



Click on the image



This manual has a compilation of different *āyāt* from the *muşĥaf*, with detailed instructions on how to guide the students at this crucial point in their Qur'an recitation journey.

Before you begin this manual, congratulate the students on their achievement of finishing level 4! It is certainly a great milestone to be able to start reciting the words of Allah from His great book.

Share the etiquette of reciting from the *muşĥaf* with the students. Remind them of the following points:

1. Perform *wuḍū'*
2. Face *qiblah* (if possible)
3. Do not talk to others whilst reciting or whilst listening to others recite
4. Handle the *muşĥaf* with respect
5. Start with *a'ūdhu billāh and bismillāh*

When you listen to the students recite and engage with them in class, assume the role of a 'helper' rather than a 'tester'. This will enable them to foster a positive relationship with the Qur'an.



TEACHER RESOURCES

- Level 5 teacher's manual
- A white board
- A list of students with space to mark their weekly progress and any areas they are finding challenging (see sample below)

Date	Student's Name	Fluency /5	Makhraj	Accuracy / Mistakes	Comments
05/12/24	Zahra	3	غ ق	3	

- Stickers or any other form of reward to encourage them. For example, you can award three stickers or points per lesson. You can have your own system, for example, the person with the most points at the end of the month gets a prize. Points may be awarded for:
 - Completing homework
 - Bringing all their stationery and class material
 - Class participation

STUDENT RESOURCES

- Level 5 student's manual
- Pencil and coloured pencils



LEVEL 5: BEGINNERS

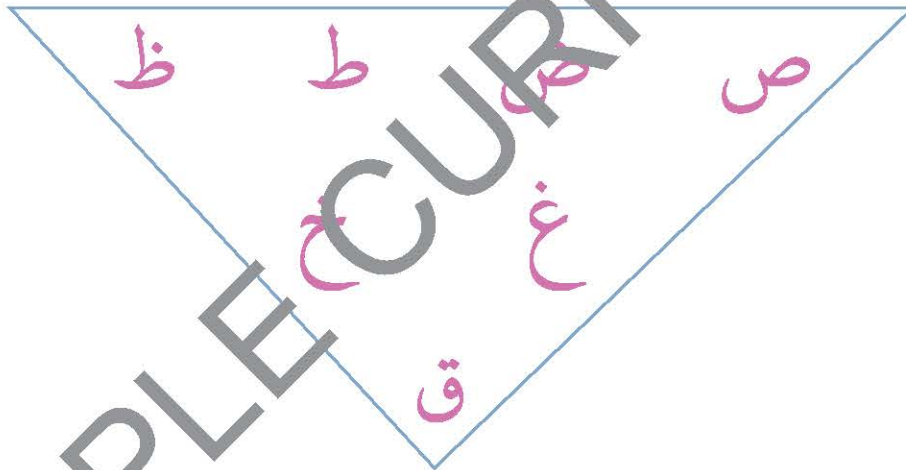
ARTICULATION POINTS OF *ISTI'LĀ'* LETTERS

The content in this manual has been divided into lessons. Some lessons take more than one teaching week to complete.

You may wish to alter the time you take to teach the lessons according to the ability of your students, the length of each lesson, etc.

Each lesson includes learning objectives, explanations of rules, ayaat from the mushaf for the students to practice reciting and homework.

At this level, there is a focus on the articulation of the *isti'lā'* (elevated) letters. When reciting these letters, the tongue is elevated to the roof of the mouth, producing a heavy sound. They are:



Comparisons are made with similar light sounds to demonstrate that the meaning changes with incorrect pronunciation.

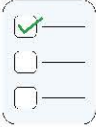


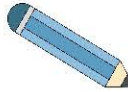



Click or Scan me





ICONS KEY


- The following icons are used in this manual.

Icon	Meaning	Icon	Meaning
	Lesson Objectives		Reading Activity
	Time		Student Activity
	Teacher Explanation		Homework
	Listening		

TIPS FOR LISTENING

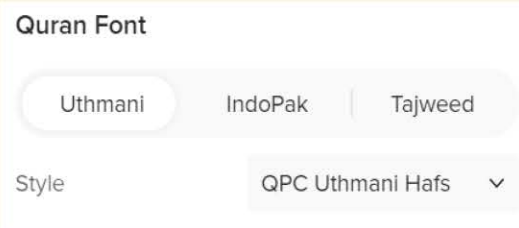
Go to this website: <https://quran.com/111>

In the menu at the top, click on the settings icon, and set the font to Uthmani and the style to 'QPC Uthmani Hafs'.

Click on play audio (which is a green icon just above the first *āyah*). 

The *sūrah* will start playing and a menu will pop up at the bottom of the page.

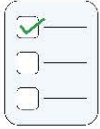
Click on the 3 dots in the menu, then click reciter. Select the option for 'Mahmoud Khalil Al-Husary-Muallim'. The passage will play whilst highlighting the exact word being recited.





LESSON 1 - WEEK 1 OF 2

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٢﴾



- *Makhrāj* of letter ص
- Short vowel of *fathāh*

Click on the image



Arabic numbers:

It is important for students to recognise Arabic numbers so they can navigate through the muṣḥaf to find a *sūrah* or *āyah*. Teach them interactively and build on their knowledge week by week.

0	1	2	3	4	5	6	7	8	9	10
٠	١	٢	٣	٤	٥	٦	٧	٨	٩	١٠

Number 1 is the same as it is in English. Show the students that 0 is just like a dot, and introduce the number 2. Use these three numbers to make different combinations, for example 10, 12, 21 etc.

Arabic numbers are written in the same direction as English. For example, 152 is written ١٥٢. The *āyah* number comes at the end of the *āyah*.



Letter ص:

Explain that this letter is pronounced with a raised tongue and rounded mouth. Make the comparison with it and the light sound س. Use the examples below to help:

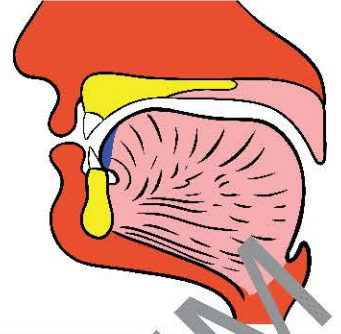
صَعِيدًا Earth/Soil | سَعِيدًا Happy

Put the letter *hamzah* before ص and س to compare the difference in *makhrāj*:

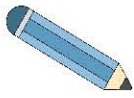
أَص | أَس



Between the top and bottom teeth is an open area which is generally known to make a hissing sound **س**. In this same region, elevating the tongue when passing out air will produce the letter **ص**.

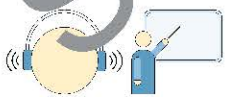


وَفَصَّلَ الْخَطَابِ
إِلَّا صِيحَةً



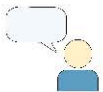
Sūrah al-'Asr: There are 5 **ص** and 2 **س** in this *sūrah*. Use your pencil to circle all the letter **ص**.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ وَالْعَصْرِ
إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ إِلَّا الَّذِينَ
آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَاصَوْا
بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ (103:1-3)



Play the audio recitation of *Sūrah al-'Asr* (<https://quran.com/103>).

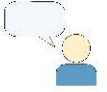
Point out the difference between the **ص** in **الْعَصْرِ** and the **س** in **الْإِنْسَانَ**.



Take turns to recite the *sūrah*, paying special attention to the difference in pronunciation between **ص** and **س**.



The *fathah* *ḥarakah* is a short vowel, so unless it is followed by *alif*, it does not need to be elongated. The passage below highlights short vowel *fathahs* that should not be elongated.



Recite the passage below, paying special attention not to elongate the *fathah* *ḥarakah* that have been highlighted.

قَالَ مَا مَنَعَكَ إِلَّا تَسْجُدَ إِذْ أَمَرْتُكَ

قَالَ أَنَا خَيْرٌ مِّنْهُ خَلَقْتَنِي مِنْ نَّارٍ

وَخَلَقْتَهُ مِنْ طِينٍ ﴿١٢﴾ قَالَ فَأَهْبِطْ مِنْهَا

فَمَا يَكُونُ لَكَ أَنْ تَتَكَبَّرَ فِيهَا فَاخْرُجْ

إِنَّكَ مِنَ الصَّغِيرِينَ ﴿١٣﴾ قَالَ أَنْظِرْنِي إِلَى

يَوْمٍ يُبْعَثُونَ ﴿١٤﴾ قَالَ إِنَّكَ مِنَ الْمُنظَرِينَ



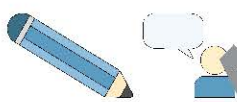
١٥ قَالَ فِيمَا أُغْوَيْتَنِي لِأَقْعُدَنَّ لَهُمْ

صِرَاطَكَ الْمُسْتَقِيمَ ١٦ ثُمَّ لَا تَتَيْنَهُمْ مِنْ

بَيْنِ أَيْدِيهِمْ وَمِنْ خَلْفِهِمْ وَعَنْ أَيْمَانِهِمْ

وَعَنْ شَمَائِلِهِمْ وَلَا تَجِدُ أَكْثَرَهُمْ

شَاكِرِينَ ١٧ (7:12-17)

 In the passage below, circle all the short vowel *fathahs*. Then recite the passage paying special attention not to elongate them.

قَالَ أَخْرَجْ مِنْهَا مَذْعُومًا مَدْحُورًا لَمَنْ

تَبِعَكَ مِنْهُمْ لِأَمْلَأَنَّ جَهَنَّمَ مِنْكُمْ



أَجْمَعِينَ ﴿١٨﴾ وَيَعَادَمُ أُسْكُنُ أَنْتَ

وَزَوْجُكَ الْجَنَّةَ فَكُلَا مِنْ حَيْثُ شِئْتُمَا

وَلَا تَقْرَبَا هَذِهِ الشَّجَرَةَ فَتَكُونَا مِنَ

الظَّالِمِينَ ﴿١٩﴾ فَوَسْوَسَ لَهُمَا الشَّيْطَانُ

لِيُبْدِيَ لَهُمَا مَا وُورِيَ عَنْهُمَا مِنْ

سَوْءَاتِهِمَا وَقَالَ مَا نَهَاكُمَا رَبُّكُمَا عَنْ

هَذِهِ الشَّجَرَةِ إِلَّا أَنْ تَكُونَا مَلَائِينَ

أَوْ تَكُونَا مِنَ الْخَالِدِينَ ﴿٢٠﴾ (7:18-20)



Practice reciting the verses from today's lesson (7:12-20). Recite one line three times every day. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.

SAMPLE CURRICULUM



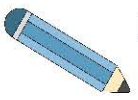
LESSON 1 - WEEK 2 OF 2



Now that you have practiced the short vowel *fathah ḥarakah*, use the highlighted examples from the passage below to teach the correct pronunciation of long vowels with *alif* (pulling for 2 counts).

It is important to explain why we must differentiate between short and long vowels i.e. we must not elongate the short vowels of *fathah*, *kasrah* or *ḍammah*. Elongating short vowels also changes the meaning. Give them examples:

كَانَا They (two) were	كَانَ He was
آيَاتٍ Signs (pl.)	آيَةٌ Sign (s)



In the passage below, circle the long vowels with *alif* in one colour, and the short vowel *fathah* in another colour. A few lines have been highlighted for you. Then recite the passage, paying attention to the difference in pronunciation between the long and short vowels.

وَقَاسَمَهُمَا إِنِّي لَكُمَا لَمِنَ النَّاصِحِينَ

فَدَلَّاهُمَا بِغُرُورٍ فَلَمَّا ذَاقَا الشَّجَرَةَ





بَدَتْ لَهُمَا سَوْءَاتُهُمَا وَطَفِقَا يَخْصِفَانِ
عَلَيْهِمَا مِنْ وَرَقِ الْجَنَّةِ ^{صَلِّ} وَنَادَاهُمَا
رَبُّهُمَا أَلَمْ أَنْهَكُمَا عَنْ تِلْكَمَا الشَّجَرَةِ
وَأَقُلَّ لَكُمَا إِنَّ الشَّيْطَانَ لَكُمَا عَدُوٌّ
مُبِينٌ ﴿٢٢﴾ قَالَا رَبَّنَا ظَلَمْنَا أَنْفُسَنَا وَإِن
لَّمْ تَغْفِرْ لَنَا وَتَرْحَمْنَا لَنَكُونَنَّ مِنَ
الْخَاسِرِينَ ﴿٢٣﴾ قَالَ أَهْبِطُوا بَعْضُكُمْ
لِبَعْضٍ عَدُوٌّ ^{صَلِّ} وَلَكُمْ فِي الْأَرْضِ مُسْتَقَرٌّ



وَمَتَّعُ إِلَىٰ حِينٍ ﴿٢٤﴾ قَالَ فِيهَا تَحْيَوْنَ

وَفِيهَا تَمُوتُونَ وَمِنْهَا تُخْرَجُونَ ﴿٢٥﴾ يَبْنِي

عَادَمَ قَدْ أَنْزَلْنَا عَلَيْكُمْ لِبَاسًا يُورِي

سَوْءَاتِكُمْ وَرِيشًا ^ص وَلِبَاسُ التَّقْوَىٰ

ذَٰلِكَ خَيْرٌ ^ج ذَٰلِكَ مِنْ آيَاتِ اللَّهِ لَعَلَّهُمْ

يَذَكَّرُونَ ﴿٢٦﴾ يَبْنِي عَادَمَ لَا يَهْتِنُّكُمْ

الشَّيْطَانُ كَمَا أَخْرَجَ أَبَوَيْكُمْ مِنَ

الْجَنَّةِ يَنْزِعُ عَنْهُمَا لِبَاسَهُمَا لِيُرِيَهُمَا



سَوَاءَتِهِمَا إِنَّهُ يَرْتِكُمْ هُوَ وَقَبِيلُهُ مِنْ

حَيْثُ لَا تَرَوْنَهُمْ إِنَّا جَعَلْنَا الشَّيَاطِينَ

أَوْلِيَاءَ لِلَّذِينَ لَا يُؤْمِنُونَ ﴿٢٧﴾ (7:21-27)

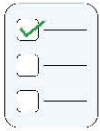


Practice reciting the verses from today's lesson (7:21-27). Recite one line three times every day. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



LESSON 2 - WEEK 1 OF 2

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٢﴾



- *Makhraj* of letter ض
- Short vowel of *kasrah*



Arabic numbers:

0	1	2	3	4	5	6	7	8	9	10
٠	١	٢	٣	٤	٥	٦	٧	٨	٩	١٠

Introduce the number 3, which looks similar to the number 2 but has an extra hook at the top.

Use the 4 numbers they know so far to make different combinations, for example 12, 31, 310 etc.



Letter ض:

Explain that this letter is pronounced with a raised tongue and rounded mouth. This letter can be quite challenging for the students to pronounce, so help them by practicing it.

To pronounce ض, press the sides of your tongue up against the roof of your mouth. The tip of your tongue should touch the area behind your top teeth.

This is different to د, where the tongue isn't raised on the sides.

Recite the letter *hamzah* before ض and د so the students can hear the correct *makhraj*:

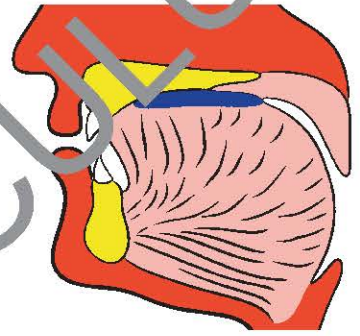
أَدُّ | أَضُّ



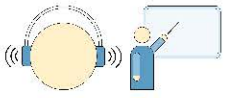
ضَلَّ Gone astray		دَلَّ To show/ point
ضَبَّ To lock or guard		دَبَّ To creep/ crawl
فَرَضَ Duty		فَرْدٌ Single/ alone

Pressing the tongue against the hard palate, directly behind the front teeth (including canines and incisors) produces the letter ض.

More often, the left molars only are involved in producing the ض as this is easier.

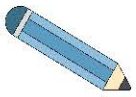


فَأَضْرِبْ إِذْ عُرِضَ



Play the audio recitation of *Sūrah al-Fātiḥah* (<https://quran.com/1>).

Point out the *makhraj* of the letter ض in the last *āyah* of the *sūrah*.



Use your pencil to circle all the letter ض in the passage below. Then recite the same passage, paying special attention to the *makhraj* of the letter ض.

وَلَمَّا سَقَطَ فِي أَيْدِيهِمْ وَرَأَوْا أَنَّهُمْ
قَدْ ضَلُّوا قَالُوا لَئِن لَّمْ يَرْحَمْنَا رَبُّنَا



وَيَغْفِرُ لَنَا لَنَكُونَنَّ مِنَ الْخَسِرِينَ ﴿١٤٩﴾

وَلَمَّا رَجَعَ مُوسَىٰ إِلَىٰ قَوْمِهِ غَضْبَانَ

أَسِيفًا قَالَ بِئْسَمَا خَلَفْتُمُونِي مِنْ

بَعْدِي ۖ أَعَجَلْتُمْ أَمْرَ رَبِّكُمْ وَأَلْقَيْتُمُ

الْأَلْوَاحَ وَأَخَذْتُمْ بِرَأْسِ أَخِيهِ يَجُرُّهُ إِلَيْهِ

قَالَ ابْنُ أُمِّ إِيَّانَ الْقَوْمَ اسْتَعْصَفُونِي

وَكَاذِبُوا يَقْتُلُونَنِي فَلَا تُشْمِتْ بَنِي

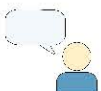
الْأَعْدَاءَ وَلَا تَجْعَلْنِي مَعَ الْقَوْمِ



الظَّالِمِينَ ﴿١٥٠﴾ (7:149-150)



The *kasrah* ḥarakah is a short vowel, so unless it is followed by *CC*, it does not need to be elongated.



Recite the passage below, paying special attention not to elongate the *kasrah* ḥarakah that have been highlighted.

قُلْ أَمَرَ رَبِّي بِالْقِسْطِ ^{صل} وَأَقِيمُوا وُجُوهَكُمْ
عِندَ كُلِّ مَسْجِدٍ ^{صل} وَادْعُوهُ مُخْلِصِينَ لَهُ
الدِّينَ ^ج كَمَا بَدَأَكُمْ تَعُودُونَ ^{صل} فَرِيقًا
هَدَىٰ وَفَرِيقًا حَقَّ عَلَيْهِمُ الضَّلَالَةُ ^{صل} إِنَّهُمْ
أَخَذُوا الشَّيْطَانَ أَوْلِيَاءَ مِنْ دُونِ اللَّهِ



وَيَحْسَبُونَ أَنَّهُم مُّهْتَدُونَ ﴿٣٠﴾ * يَبْنِي

عَلَيْكُمْ خُذُوا زِينَتَكُمْ عِنْدَ كُلِّ مَسْجِدٍ

وَكُلُوا وَاشْرَبُوا وَلَا تُسْرِفُوا إِنَّهُ لَا يُحِبُّ

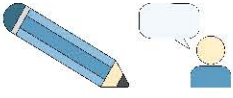
الْمُسْرِفِينَ ﴿٣١﴾ قُلْ مَنْ حَرَّمَ زِينَةَ اللَّهِ الَّتِي

أَخْرَجَ لِعِبَادِهِ وَالطَّيِّبَاتِ مِنَ الرِّزْقِ

قُلْ هِيَ لِلَّذِينَ ءَامَنُوا فِي الْحَيَاةِ الدُّنْيَا

خَالِصَةٌ يَوْمَ الْقِيَامَةِ كَذَلِكَ نُفَصِّلُ

الآيَاتِ لِقَوْمٍ يَعْلَمُونَ ﴿٣٢﴾ (7:29-32)



In the passage below, circle all the short vowel *kasrahs*. Then recite the passage paying special attention not to elongate them.

قُلْ إِنَّمَا حَرَّمَ رَبِّيَ الْفَوَاحِشَ مَا ظَهَرَ
مِنْهَا وَمَا بَطَّنَ وَأَلْيَٰثَ وَالْبَغْيَ بِغَيْرِ
الْحَقِّ وَأَنْ تُشْرِكُوا بِاللَّهِ مَا لَمْ يُنَزَّلْ
بِهِ سُلْطَانًا وَأَنْ تَقْرُبُوا عَلَى اللَّهِ مَا
لَا تَعْلَمُونَ ﴿٣٣﴾ وَلِكُلِّ أُمَّةٍ أَجَلٌ فَإِذَا
جَاءَ أَجْلُهُمْ لَا يَسْتَأْخِرُونَ سَاعَةً
وَلَا يَسْتَقْدِمُونَ ﴿٣٤﴾ يَبْنِي عَادَمَ إِمَامًا



يَأْتِيَنَّكُمْ رُسُلٌ مِّنْكُمْ يَقُصُّونَ

عَلَيْكُمْ آيَاتِي فَمَنِ اتَّقَىٰ وَأَصْلَحَ

فَلَا خَوْفٌ عَلَيْهِمْ وَلَا هُمْ يَحْزَنُونَ

﴿٣٥﴾ وَالَّذِينَ كَذَّبُوا بِآيَاتِنَا وَاسْتَكْبَرُوا

عَنْهَا أُولَٰئِكَ أَصْحَابُ النَّارِ ۖ هُمْ فِيهَا

خَالِدُونَ ﴿٣٦﴾ فَمَنْ أَظْلَمُ مِمَّنِ اتَّخَذَ

اللَّهُ كَذِبًا أَوْ كَذَّبَ بِآيَاتِهِ ۗ أُولَٰئِكَ

يَنَالُهُم نَصِيبُهُمْ مِّنَ الْكِتَابِ ۖ حَتَّىٰ



إِذَا جَاءَتْهُمْ رُسُلُنَا يَتَوَفَّوْنَهُمْ قَالُوا

أَيْنَ مَا كُنْتُمْ تَدْعُونَ مِنْ دُونِ اللَّهِ ^{صَلِّ}

قَالُوا ضَلُّوا عَنَّا وَشَهِدُوا عَلَيَّ أَنْفُسِهِمْ

أَنَّهُمْ كَانُوا كَافِرِينَ (7:33-37) ﴿٣٧﴾



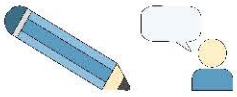
Practice reciting the verses from today's lesson (7:29-37). Recite one line three times every day. To achieve the best results, the parents should be partners on the student's Quran recitation journey.



LESSON 2 - WEEK 2 OF 2



Now that you have practiced the short vowel *kasrah harakah*, use the highlighted examples from the passage below to teach the correct pronunciation of long vowels with *ى* (pulling for 2 counts).



In the passage below, circle the long vowels with *ى* in one colour, and the short vowel *kasrahs* in another colour. A few lines have been done for you. Then recite the passage, paying attention to the difference in pronunciation between the long and short vowels.

وَنَزَعْنَا مَا فِي صُدُورِهِمْ مِنْ غَلٍ تَجْرِي
مِنْ تَحْتِهِمْ الْأَنْهَارُ وَقَالُوا الْحَمْدُ لِلَّهِ
الَّذِي هَدَانَا لِهَذَا وَمَا كُنَّا لِنَهْتَدِيَ
لَوْلَا أَنْ هَدَانَا اللَّهُ لَقَدْ جَاءَتْ رَسُولُ
رَبِّنَا بِالْحَقِّ وَنُودُوا أَنْ تِلْكُمْ الْجَنَّةُ



أَوْرِثْتُمُوهَا بِمَا كُنْتُمْ تَعْمَلُونَ ﴿٤٣﴾

وَنَادَى أَصْحَابُ الْجَنَّةِ أَصْحَابَ النَّارِ

أَنْ قَدْ وَجَدْنَا مَا وَعَدَنَا رَبُّنَا حَقًّا

فَهَلْ وَجَدْتُمْ مَا وَعَدَ رَبُّكُمْ حَقًّا

قَالُوا نَعَمْ فَأَذَّنَ مُؤَذِّنٌ بَيْنَهُمْ أَنْ لَعْنَةُ

اللَّهِ عَلَى الظَّالِمِينَ ﴿٤٤﴾ الَّذِينَ يَصُدُّونَ

عَنْ سَبِيلِ اللَّهِ وَيَبْغُونَهَا عِوَجًا

وَهُمْ بِالْآخِرَةِ كَافِرُونَ ﴿٤٥﴾ وَبَيْنَهُمَا



حِجَابٌ وَعَلَى الْأَعْرَافِ رِجَالٌ يَعْرِفُونَ
طَرِيقَ بَيْمَنَهُمْ وَنَادُوا أَصْحَابَ الْجَنَّةِ
أَنْ سَلِّمُوا عَلَيْنَا لَمْ يَدْخُلُوهَا وَهُمْ
يَطْمَعُونَ ﴿٤٦﴾ * وَإِذَا صُرِفَتْ أَبْصَارُهُمْ
تَلْقَاءَ أَصْحَابِ النَّارِ قَالُوا رَبَّنَا لَا
تَجْعَلْنَا مَعَ الْقَوْمِ الظَّالِمِينَ ﴿٤٧﴾ وَنَادَى
أَصْحَابُ الْأَعْرَافِ رِجَالًا يَعْرِفُونَهُمْ
بِسِيمَتِهِمْ قَالُوا مَا أَغْنَىٰ عَنْكُمْ



جَمْعُكُمْ وَمَا كُنْتُمْ تَسْتَكْبِرُونَ ﴿٤٨﴾

أَهْلًا لِلآءِ الَّذِينَ أَقْسَمْتُمْ لَا يَنَالُهُمُ اللَّهُ

بِرَحْمَةٍ أَنزَلُوا الْجَنَّةَ لَا خَوْفٌ عَلَيْكُمْ

وَلَا أَنْتُمْ تَحْزَنُونَ ﴿٤٩﴾ وَنَادَىٰ أَصْحَابُ

النَّارِ أَصْحَابَ الْجَنَّةِ أَنْ أَفِيضُوا عَلَيْنَا

مِنَ الْمَاءِ أَوْ مِمَّا رَزَقَكُمْ اللَّهُ قَالُوا إِنَّ

اللَّهَ حَرَّمَهُمَا عَلَى الْكَافِرِينَ ﴿٥٠﴾ (7:43-50)

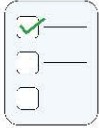


Practice reciting the verses from today's lesson (7:43-50). Recite one line three times every day. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



LESSON 3 - WEEK 1 OF 2

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿



- *Makhraj* of letter ط
- Short vowel of *dammah*



Arabic numbers:

0	1	2	3	4	5	6	7	8	9	10
٠	١	٢	٣	٤	٥	٦	٧	٨	٩	١٠

Introduce the numbers 4 and 5. 4 looks like the number 3 back to front in English, and 5 looks like a circle or the number zero in English.

Use the numbers they know so far to make different combinations, for example 421, 331, 510 etc.



Letter ط:

Explain that this letter is pronounced with a raised tongue and rounded mouth. Make the comparison with ت and the light sound ت/ة. Use the examples below to help:

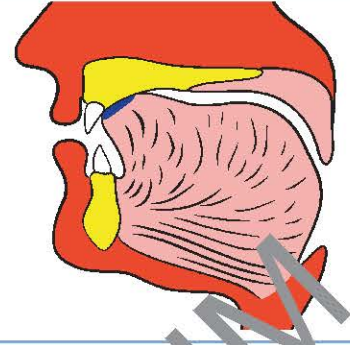
طِينٌ clay | تِينٌ Fig

Put the letter *hamzah* before ط and ت to compare the difference in *makhraj*:

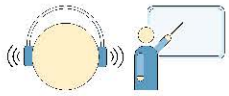
أَط | أَت



Pressing the tip of the tongue against the hard palate, and elevating the tongue produces the letter ط.

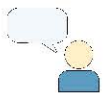


وَالشَّيَاطِينِ فَطَفِقَ



Play the audio recitation of *Sūrah al-Humazah* (<https://quran.com/104>).

Point out the difference between ط and ت in تَطَّلِعُ.



Allow the students to take turns to recite the *sūrah*, paying special attention to the difference in pronunciation between ط and ت.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾ وَيْلٌ لِّكُلِّ

هُمَزَةٍ لُّمَزَةٍ ﴿٢﴾ الَّذِي جَمَعَ مَالًا وَعَدَّدَهُ

﴿٣﴾ يَحْسَبُ أَنَّ مَالَهُ أَخْلَدَهُ

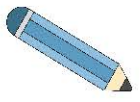
لَيُنْبَذَنَّ فِي الْحُطَمَةِ ﴿٤﴾ وَمَا أَدْرَاكَ مَا



الْحُطْمَةُ ٥ نَارُ اللَّهِ الْمُوقَدَةُ ٦ الَّتِي

تَلْقَى عَلَى الْأَفْئِدَةِ ٧ إِنَّهَا عَلَيْهِم

مُؤَصَّدَةٌ ٨ فِي عَمَدٍ مُمَدَّدَةٍ ٩ (104:1-9)



Use your pencil to circle all the letter ط in the passage below. Then recite the same passage, paying special attention to the *makhraj* of the letter ط.

وَقَطَّعْنَاهُمْ أَثْنَتَيْ عَشْرَةَ أَسْبَاطًا أُمَمًا ٢٠

وَأَوْحَيْنَا إِلَىٰ مُوسَىٰ إِذِ اسْتَسْقَمَ قَوْمُهُ ٢١

أَنْ أَضْرِبَ بِعَصَاكَ الْحَجَرَ ٢٢ فَانْبَجَسَتْ

مِنْهُ اثْنَتَا عَشْرَةَ عَيْنًا ٢٣ قَدْ عَلِمَ كُلُّ



أَنَابِسٍ مَّشْرَبَهُمْ وَظَلَّلْنَا عَلَيْهِمُ الْغَمَمَ
وَأَنَابِسًا عَلَيْهِمُ الْأَمَنَ وَالسَّلْوَىٰ كُلُوا
مِن طَيِّبَاتِ مَا رَزَقْنَاكُمْ وَمَا ظَلَمُونَا
وَلَكِن كَانُوا أَنفُسَهُمْ يَظْلِمُونَ ﴿١٦٠﴾ وَإِذْ
قِيلَ لَهُمْ أَسْكُنُوا هَذِهِ الْقَرْيَةَ وَكُلُوا
مِنْهَا حَيْثُ شِئْتُمْ وَقُولُوا حِطَّةٌ وَادْخُلُوا
الْبَابَ سُجَّدًا نَّغْفِرْ لَكُمْ خَطِيئَتِكُمْ

سَنَزِيدُ الْمُحْسِنِينَ ﴿١٦١﴾ (7:160-161)



The *ḍammah ḥarakah* is a short vowel, so unless it is followed by *و*, it does not need to be elongated.



Recite the passage below, paying special attention not to elongate the *ḍammah ḥarakah* that have been highlighted.

أَهْوُوا لِأَيِّ الدِّينِ أَقْسَمْتُمْ لَا يَنَالُهُمُ اللَّهُ
بِرَحْمَةٍ أَدْخُلُوا الْجَنَّةَ لَا خَوْفٌ عَلَيْكُمْ
وَلَا أَنْتُمْ تَحْزَنُونَ ﴿٤٩﴾ وَنَادَىٰ أَصْحَابُ
النَّارِ أَصْحَابَ الْجَنَّةِ أَنْ أَفِيضُوا
عَلَيْنَا مِنَ الْمَاءِ أَوْ مِمَّا رَزَقَكُمُ اللَّهُ
قَالُوا إِنَّ اللَّهَ حَرَّمَهُمَا عَلَى الْكَافِرِينَ

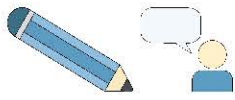


﴿٥٠﴾ الَّذِينَ اتَّخَذُوا دِينَهُمْ لَهْوًا وَلَعِبًا

وَنَسُوا حَيَاتَهُمُ الَّتِي كَانُوا يُكْفَرُونَ فَالْيَوْمَ نَنسَهُمْ

كَمَا نَسُوا لِقَاءَ يَوْمِهِمْ هَذَا وَمَا كَانُوا

بِآيَاتِنَا يَجْحَدُونَ ﴿٥١﴾ (7:49-51)



In the passage below, circle all the short vowel *dammahs*. Then recite the passage paying special attention not to elongate them.

وَلَقَدْ جِئْنَاهُمْ بِكِتَابٍ فَصَّلْنَاهُ عَلَى

عِلْمٍ هُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ ﴿٥٢﴾

هَلْ يَنْظُرُونَ إِلَّا تَأْوِيلَهُ يَوْمَ يَأْتِي



تَأْوِيلُهُ وَيَقُولُ الَّذِينَ نَسُوهُ مِنْ قَبْلُ قَدْ
جَاءَتْ رُسُلٌ رَبَّنَا بِالْحَقِّ فَهَلْ لَنَا مِنْ
شُفَعَاءَ فَيَشْفَعُوا لَنَا أَوْ نُرَدُّ فَنَعْمَلْ غَيْرَ
الَّذِي كُنَّا نَعْمَلُ قَدْ خَسِرُوا أَنْفُسَهُمْ
وَضَلَّ عَنْهُمْ مَا كَانُوا يَفْتَرُونَ ﴿٥٣﴾ إِنَّ
رَبَّكُمْ اللَّهُ الَّذِي خَلَقَ السَّمَوَاتِ
وَالْأَرْضَ فِي سِتَّةِ أَيَّامٍ ثُمَّ اسْتَوَى عَلَى
الْعَرْشِ يُغْشَى اللَّيْلَ النَّهَارَ يَطْلُبُهُ



حَثِيثًا وَالشَّمْسَ وَالْقَمَرَ وَالنُّجُومَ
مُسَجَّرَاتٍ بِأَمْرِهٖ ^{قَل} أَلَا لَهُ الْخَلْقُ وَالْأَمْرُ ^{قَل}
تَبَارَكَ اللَّهُ رَبُّ الْعَالَمِينَ ﴿٥٤﴾ أَدْعُوا
رَبَّكُمْ تَضَرُّعًا وَخُفْيَةً إِنَّهُ لَا يُحِبُّ
الْمُعْتَدِينَ ﴿٥٥﴾ (7:52-55)



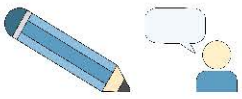
Practice reciting the verses from today's lesson (7:160-161) and (7:49-54). Recite one line three times every day. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



LESSON 3 - WEEK 2 OF 2



Now that you have practiced the short vowel *dammah ḥarakah*, use the highlighted examples from the passage below to teach the correct pronunciation of long vowels with *و* (pulling for 2 counts).



In the passage below, circle the long vowels with *و* in one colour, and the short vowel *dammahs* in another colour. A few lines have been done for you. Then recite the passage, paying attention to the difference in pronunciation between the long and short vowels.

قَالَ أَدْخُلُوا فِي أُمَّمٍ قَدْ خَلَتْ مِنْ

قَبْلِكُمْ مِّنَ الْجِنِّ وَالإِنسِ فِي النَّارِ

كُلَّمَا دَخَلَتْ أُمَّةٌ لَّعَنَتْ أُخْتَهَا حَتَّىٰ

إِذَا أَدَارَكُوا فِيهَا جَمِيعًا قَالَتْ أُخْرَبْتُهُمْ

لِأَوْلِيَّتِهِمْ رَبَّنَا هَؤُلَاءِ أَضَلُّونَا فَآتِهِمْ



عَذَابًا ضِعْفًا مِّنَ النَّارِ ۗ قَالَ لِكُلِّ
ضِعْفٍ وَلَكِن لَّا تَعْلَمُونَ ﴿٣٨﴾ وَقَالَتْ
أُولَئِهِمْ لِأَخْرَجَهُمْ فَمَا كَانَ لَكُمْ عَلَيْنَا
مِنْ فَضْلٍ فَذُوقُوا الْعَذَابَ بِمَا كُنْتُمْ
تَكْسِبُونَ ﴿٣٩﴾ إِنَّ الَّذِينَ كَذَّبُوا بِآيَاتِنَا
وَأَسْتَكْبَرُوا عَنْهَا لَا تُفَتَّحُ لَهُمْ أَبْوَابُ
السَّمَاءِ وَلَا يَدْخُلُونَ الْجَنَّةَ حَتَّى يُلَاجِ
الْجُمَلُ فِي سَمِّ الْخِيَاطِ ۚ وَكَذَلِكَ نَجْزِي



الْمُجْرِمِينَ ﴿٤٥﴾ لَهُمْ مِّنْ جَهَنَّمَ مِهَادٌ

وَمِنْ فَوْقِهِمْ غَوَاشٍ ج وَكَذَلِكَ نَجْزِي

الظَّالِمِينَ ﴿٤٦﴾ وَالَّذِينَ ءَامَنُوا وَعَمِلُوا

الصَّالِحَاتِ لَا نُكَلِّفُ نَفْسًا إِلَّا وُسْعَهَا

أُولَئِكَ أَصْحَابُ الْجَنَّةِ صَلِّ هُمْ فِيهَا

خَالِدُونَ ﴿٤٧﴾ وَنَزَعْنَا مَا فِي صُدُورِهِمْ

مِّنْ غَلِيٍّ تَجْرِي مِنْ تَحْتِهِمُ الْأَنْهَارُ صَلِّ

وَقَالُوا الْحَمْدُ لِلَّهِ الَّذِي هَدَانَا لِهَذَا



وَمَا كُنَّا لِنَهْتَدِيَ لَوْلَا أَنْ هَدَانَا اللَّهُ ^{صلى}
لَقَدْ جَاءَتْ رُسُلٌ رَبَّنَا بِالْحَقِّ ^{صلى} وَنُودُوا
أَنْ تِلْكَمُ الْجَنَّةُ أُوْرثْتُمُوهَا بِمَا كُنْتُمْ
تَعْمَلُونَ ﴿٤٣﴾ (7:38-43)

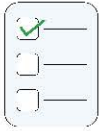


Practice reciting the verses from today's lesson (7:38-43). Recite one line three times every day. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



LESSON 4

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٢﴾



- *Makhraj* of letter ظ
- *Nūn* and *mīm ghunnah*

Click or scan me



Arabic numbers:

0	1	2	3	4	5	6	7	8	9	10
٠	١	٢	٣	٤	٥	٦	٧	٨	٩	١٠

Introduce the number 6. This can be a little tricky as it looks like the Arabic number 2 back to front. Use different examples to show the difference.

Use the numbers they know so far to make different combinations, for example 623, 135, 210 etc.



Letter ظ:

Explain that this letter is pronounced with a raised tongue and rounded mouth. Make the comparison with it and the letter ذ. Make sure the students can hear the difference.

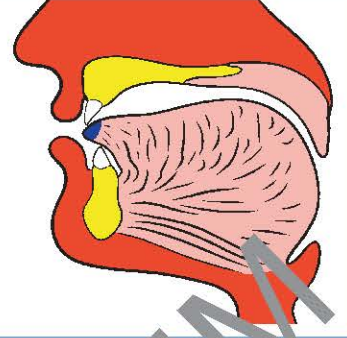
Repeat the letter *hamzah* before ظ and ذ so the students can hear the correct *makhraj*:

أَظْ | أَذْ

ظَلٌّ Shelter/ shade | ذَلٌّ To be low or to be humble

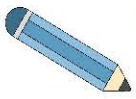


Pressing the tip of the tongue between the front teeth and elevating the deep area of the tongue produces ظ.



هُوَ نَبِيُّ عَظِيمٌ

ظَلَمَكَ



Use your pencil to circle all the letter ظ in the passage below. Then recite the same passage, paying special attention to the *makhra* of the letter ظ.

وَقَطَّعْنَاهُمْ اثْنَيْ عَشَرَ أَسْبَاطًا أُمَّامًا ج

وَأَوْحَيْنَا إِلَىٰ مُوسَىٰ إِذِ اسْتَسْقَاهُ قَوْمُهُ

أَنْ أَضْرِبَ بِعَصَاكَ الْحَجَرَ فَانْبَجَسَتْ ص

مِنْهُ اثْنَا عَشَرَ عَيْنًا قَدْ عَلِمَ كُلُّ

أُنَاسٍ مِّشْرَبَهُمْ ج وَظَلَّلْنَا عَلَيْهِمُ الْغَمَمَ



وَأَنْزَلْنَا عَلَيْهِمُ الْمَنَّانَ وَالسَّلْوَىٰ ^{صَلِّ} كُلُّوْا
مِنْ طَيِّبَاتِ مَا رَزَقْنَاكُمْ وَمَا ظَلَمُونَا
وَلَكِنْ كَانُوا أَنْفُسَهُمْ يَظْلِمُونَ ﴿١٦٠﴾ وَإِذْ
قِيلَ لَهُمْ اسْكُنُوا هَذِهِ الْقَرْيَةَ وَكُلُوا
مِنْهَا حَيْثُ شِئْتُمْ وَقُولُوا حِطَّةٌ وَادْخُلُوا
الْبَابَ سُجَّدًا نَغْفِرْ لَكُمْ خَطِيئَاتِكُمْ
سَنَزِيدُ الْمُحْسِنِينَ ﴿١٦١﴾ فَبَدَّلَ الَّذِينَ
ظَلَمُوا مِنْهُمْ قَوْلًا غَيْرَ الَّذِي قِيلَ لَهُمْ



فَأَرْسَلْنَا عَلَيْهِمْ رِجْزًا مِّنَ السَّمَاءِ

بِمَا كَانُوا يَظْلِمُونَ ﴿١٦٢﴾ (7:160-162)

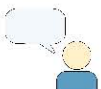


When the letters ن or م have a *shaddah* on top of them, they should be held for 2 counts and pronounced with a light nasal sound (*ghunnah*). Use the examples below to explain and practice with the students:

لَيْسَمُونَ	سَمَّعُونَ	تَّمَّ	لَمَّ	مَّ
يُظُنُونَ	وَيُمْنِيهِمْ	كَانَنَّ	إِنَنَّ	نَنَّ



Play the audio recitation of *Sūrah an-Nās* (<https://quran.com/114>) and *Sūrah at-Takāthur* (<https://quran.com/102>). Point out the pronunciation of words with *nūn* and *mīm ghunnah*. For example: بَرَبِ النَّاسِ.



Recite *Sūrah an-Nās* and *Sūrah at-Takāthur*, paying special attention to the highlighted words with *nūn* and *mīm ghunnah*.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾ قُلْ أَعُوذُ

بِرَبِّ النَّاسِ ﴿٢﴾ مَلِكِ النَّاسِ ﴿٣﴾ إِلَهِ

النَّاسِ ﴿٤﴾ مِنْ شَرِّ الْوَسْوَاسِ الْخَنَّاسِ

﴿٥﴾ الَّذِي يُوسْوِسُ فِي صُدُورِ النَّاسِ ﴿٦﴾

مِنَ الْجِنَّةِ النَّاسِ ﴿٦﴾ (114:1-6)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾ أَلَيْسَ لَكُمْ

التَّكَاثُرُ ﴿٢﴾ حَتَّى زُرْتُمُ الْمَقَابِرَ ﴿٣﴾

كَلَّا سَوْفَ تَعْلَمُونَ ﴿٤﴾ ثُمَّ كَلَّا سَوْفَ

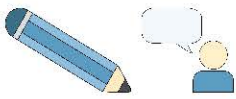


تَعْلَمُونَ ﴿٤﴾ كَلَّا لَوْ تَعْلَمُونَ عِلْمَ الْيَقِينِ

الَّذِينَ كَفَرُوا أَصْحَابُ الْجَحِيمِ ﴿٦﴾ ثُمَّ لَتَرَوْهَا عَيْنِ

الْيَقِينِ ﴿٧﴾ ثُمَّ لَتُسْأَلُنَّ يَوْمَئِذٍ عَنِ

النَّعِيمِ ﴿٨﴾ (112:1-8)



In the passage below, circle all the *nūn* and *mīm shaddahs*. Then recite the passage paying special attention to those letters, making sure you hold each one for 2 counts and produce a slight nasal sound (*ghunnah*).

قَالَ فِيمَا أُغْوَيْتَنِي لِأَقْعُدَنَّ لَهُمْ

صِرَاطَكَ الْمُسْتَقِيمِ ﴿١٦﴾ ثُمَّ لَا تَيَسَّرُ لِنَفْسٍ

بَيْنَ أَيْدِيهِمْ وَمِنْ خَلْفِهِمْ وَعَنْ أَيْمَانِهِمْ



وَعَنْ شَمَائِلِهِمْ ^{صَلِّ} وَلَا تَجِدُ أَكْثَرَهُمْ

شَاكِرِينَ ﴿١٧﴾ قَالَ أَخْرَجَ مِنْهَا مَذْءُومًا

مَذْءُورًا لَنْ تَبِعَكَ مِنْهُمْ لَأَمْلَأَنَّ

جَهَنَّمَ مِنْكُمْ أَجْمَعِينَ ﴿١٨﴾ وَيَأْتَاكُمْ

أَسْكُنُ أَنْتَ وَزَوْجُكَ الْجَنَّةَ فَكُلَا مِنْ

حَيْثُ شِئْتُمَا وَلَا تَقْرَبَا هَذِهِ الشَّجَرَةَ

فَتَكُونَا مِنَ الظَّالِمِينَ ﴿١٩﴾ (7:16-19)



فَدَلَّهُمَا بِغُرُورٍ فَلَمَّا ذَاقَا الشَّجَرَةَ
بَدَّوْا لَهُمَا لَهُمَا سَوْءَاتُهُمَا وَطَفِقَا
يَخْصِفَانِ عَلَيْهِمَا مِنْ وَرَقِ الْجَنَّةِ
وَنَادَاهُمَا رَبُّهُمَا أَلَمْ أَنْهَكُمَا عَنْ
تِلْكَ الشَّجَرَةِ وَأَقُلَّ لَكُمَا إِنَّ
الشَّيْطَانَ لَكُمْ عَدُوٌّ مُبِينٌ (7:22)

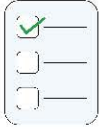


- Practice reciting the verses from today's lesson (7:16-19, 22, 160-162), *Sūrah an-Nās* and *Sūrah at-Takāthur*. Recite one line three times every day. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.
- Try to recite *Sūrah an-Nās* in your daily prayers too!



LESSON 5

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٢﴾



- *Makhraj* of letter خ
- *Makhraj* of letter غ



Arabic numbers:

0	1	2	3	4	5	6	7	8	9	10
٠	١	٢	٣	٤	٥	٦	٧	٨	٩	١٠

Introduce the numbers 7 and 8. 7 is like the letter 'V' in English, and 8 is an upside down 'V'.

Use the numbers they know so far to make different combinations, for example 127, 830, 450 etc.



Letters خ and غ:

Explain that both these letters are pronounced with a raised tongue and rounded mouth.

Put the letter *hamza* before خ and غ so the students can hear the difference in *makhraj*:

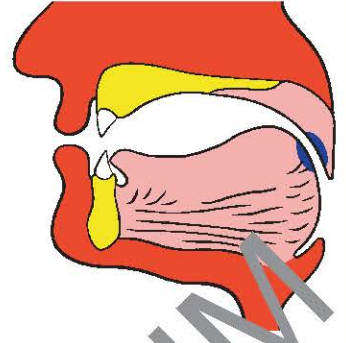
أَخ | أَع



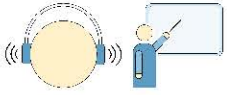
From the upper throat, emerge two letters. Joining the tongue with the upper/inner soft palate produces خ and غ.

It is a mistake to pronounce these two letters from the mouth, and every effort should be made to distinguish the upper throat from the inner mouth area.

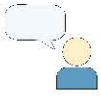
Note that غ is articulated from the same *makhraj* point, but just below the خ.



لِلطَّغِينِ مِنْ الْأَخْيَارِ



Play the audio recitation of *Sūrah al-Ghāshiyah* (<https://quran.com/88>). Point out the correct *makhraj* of the letters خ and غ.



Allow the students to take turns to recite the *sūrah*, paying special attention to the difference in pronunciation between the letters خ and غ. For example, verse one has the word الْغَشِيَّةُ and verse 2 has the word خَشِعَةٌ.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ هَذَا أَتَاكَ

حَدِيثُ الْغَشِيَّةِ ۝ وَجُوهٌ يَوْمَئِذٍ

خَشِعَةٌ ۝ عَامِلَةٌ نَاصِبَةٌ ۝ تَصَلَّى



نَارًا حَامِيَةً ﴿٤﴾ تُسْقَى مِنْ عَيْنٍ عَانِيَةٍ

يُتَى لَّهُمْ طَعَامٌ إِلَّا مِنْ ضَرِيعٍ ﴿٦﴾

لَا يُسْمِنُ وَلَا يُغْنِي مِنَ جُوعٍ ﴿٧﴾ وَجُوهٌ

يَوْمَئِذٍ نَاعِمَةٌ ﴿٨﴾ لِّسَعْيِهَا رَاضِيَةٌ ﴿٩﴾

فِي جَنَّةٍ عَالِيَةٍ ﴿١٠﴾ لَا تَسْمَعُ فِيهَا لَغِيَةً

﴿١١﴾ فِيهَا عَيْنٌ جَارِيَةٌ ﴿١٢﴾ فِيهَا سُرُرٌ

مَرْفُوعَةٌ ﴿١٣﴾ وَأَكْوَابٌ مَوْضُوعَةٌ ﴿١٤﴾

وَنَمَارِقُ مَصْفُوفَةٌ ﴿١٥﴾ وَزَرَابِيُّ مَبْثُوثَةٌ



﴿١٦﴾ أَفَلَا يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ

حُمِلَتْ ﴿١٧﴾ وَإِلَى السَّمَاءِ كَيْفَ رُفِعَتْ

﴿١٨﴾ وَإِلَى الْجِبَالِ كَيْفَ نُصِبَتْ ﴿١٩﴾ وَإِلَى

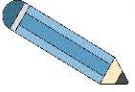
الْأَرْضِ كَيْفَ سُطِحَتْ ﴿٢٠﴾ فَذَكِّرْ إِنَّمَا

أَنْتَ مُذَكِّرٌ ﴿٢١﴾ لَسْتَ عَلَيْهِمْ بِمُصَيِّرٍ

﴿٢٢﴾ إِلَّا مَنْ تَوَلَّى وَكَفَرَ ﴿٢٣﴾ فَيُعَذِّبُهُ اللَّهُ

الْعَذَابَ الْأَكْبَرَ ﴿٢٤﴾ إِنَّ إِلَيْنَا إِيَابَهُمْ

﴿٢٥﴾ ثُمَّ إِنَّ عَلَيْنَا حِسَابَهُمْ ﴿٢٦﴾ (88:1-26)



Use your pencil to circle all the letter خ in the passage below.
Then recite the same passage, paying special attention to the *makhraj* of the letter خ.

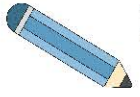
وَكَتَبْنَا لَهُ فِي الْأَلْوَاحِ مِنْ كُلِّ شَيْءٍ
مَوْعِظَةً وَتَفْصِيلًا لِكُلِّ شَيْءٍ فَخُذْهَا
بِقُوَّةٍ وَأْمُرْ قَوْمَكَ يَأْخُذُوا بِأَحْسَنِهَا
سَأُورِيكُمْ دَارَ الْفَاسِتِينَ ﴿١٤٥﴾ سَأَصْرِفُ
عَنْ آيَاتِي الَّذِينَ يَتَكَبَّرُونَ فِي الْأَرْضِ
بِغَيْرِ الْحَقِّ وَإِنْ يَرَوْا كُلَّ آيَةٍ لَا يُؤْمِنُوا
بِهَا وَإِنْ يَرَوْا سَبِيلَ الرُّشْدِ لَا يَتَّخِذُوهُ



سَبِيلًا وَإِنْ يَرَوْا سَبِيلَ الْغَيِّ يَتَّخِذُوهُ
سَبِيلًا ۚ ذَٰلِكَ بِأَنَّهُمْ كَذَّبُوا بِآيَاتِنَا وَكَانُوا
عَنْهَا عَصِيْبِينَ ﴿١٤٦﴾ وَالَّذِينَ كَذَّبُوا بِآيَاتِنَا
وَلِقَاءِ الْآخِرَةِ حَبِطَتْ أَعْمَلُهُمْ هَلْ
يُجْزَوْنَ إِلَّا مَا كَانُوا يَعْمَلُونَ ﴿١٤٧﴾ وَأَتَّخَذَ
قَوْمُ مُوسَىٰ مِنْ بَعْدِهِ مِنْ حُلِيِّهِمْ
عِجْلًا جَسَدًا لَّهُمْ خُورٌ ۚ أَلَمْ يَرَوْا
أَنَّهُ لَا يُكَلِّمُهُمْ وَلَا يَهْدِيهِمْ سَبِيلًا



اَتَّخِذُوهُ وَكَانُوا ظَالِمِينَ ﴿١٤٨﴾ (7:145-148)



Now circle all the letter غ in the passage below. Then recite the same passage, paying special attention to the *makhraj* of the letter غ.

إِنَّ الَّذِينَ اتَّقَوْا إِذَا مَسَّهُمْ طَٰئِفٌ مِّنَ

الشَّيْطَانِ تَذَكَّرُوا فَإِذَا هُمْ مُبْصِرُونَ

﴿٢٠١﴾ وَإِخْوَانُهُمْ يَمُدُّوهُم فِي الْغَيِّ ثُمَّ

لَا يُقْصِرُونَ ﴿٢٠٢﴾ وَإِذَا لَمْ تَأْتِيَهُمْ بَيِّنَةٌ

قَالُوا لَوْلَا آجْتَبَيْتَهَا قُلْ إِنَّمَا أُنَبِّئُ مَا

يُوحَىٰ إِلَيَّ مِنْ رَبِّي هَذَا بَصَائِرٌ مِّن



رَبِّكُمْ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ

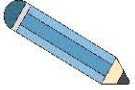
وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ

وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ ﴿٢٠٤﴾ وَأَذْكُر

رَبَّكَ فِي نَفْسِكَ تَضَرُّعًا وَخِيفَةً وَدُونَ

الْجَهْرِ مِنَ الْقَوْلِ بِالْغُدَّةِ وَالْأَصَالِ

وَلَا تَكُن مِّنَ الْغَافِلِينَ ﴿٢٠٥﴾ (7:201-205)



Revise the work you did on *nūn* and *mīm shaddah* from last week, by circling all the *nūn* and *mīm shaddahs* in the passage below. Then recite the passage paying special attention to those letters, making sure you hold each one for 2 counts and produce a slight nasal sound (*ghunnah*). Also circle the letters خ and غ and pronounce them with the correct *makhārij*.

فَأَنْقَمْنَا مِنْهُمْ فَأَغْرَقْنَاهُمْ فِي الْيَمِّ
بِأَنَّهُمْ كَانُوا بِيَايَتِنَا وَكَانُوا عَنْهَا
غَافِلِينَ ﴿١٣٦﴾ وَأَوْرَثْنَا الْقَوْمَ الَّذِينَ كَانُوا
يُتَضَعُونَ مَشْرِقَ الْأَرْضِ وَمغربَهَا
الَّتِي بَرَكْنَا فِيهَا ^ص وَتَمَّتْ كَلِمَتُ رَبِّكَ
الْحُسْنَى عَلَى بَنِي إِسْرَائِيلَ بِمَا صَبَرُوا ^ص



وَدَمَّرْنَا مَا كَانَ يَصْنَعُ فِرْعَوْنُ وَقَوْمُهُ

وَمَا كَانُوا يَعْرِشُونَ ﴿١٣٧﴾ (7:136-137)

وَوَاعَدْنَا مُوسَى ثَلَاثِينَ لَيْلَةً وَأْتَمَمْنَا

بِعَشْرٍ فَمِمَّا مِيقَاتِ رَبِّهِ أَرْبَعِينَ لَيْلَةً

وَقَالَ مُوسَى لِأَخِيهِ هَارُونَ أَخْلُفْنِي

فِي قَوْمِي وَأَصْلِحْ وَلَا تَتَّبِعْ سَبِيلَ

الْمُفْسِدِينَ ﴿١٤٦﴾ وَلَمَّا جَاءَ مُوسَى لِمِيقَاتِنَا



وَكَلَّمَهُ وَرَبُّهُ قَالَ رَبِّ أَرِنِي أَنْظُرْ إِلَيْكَ
قَالَ أَنْ تَرَنِي وَلَكِنْ أَنْظُرْ إِلَى الْجَبَلِ
فَإِنْ أَسْتَقَرَّ مَكَانَهُ وَفَسَوْفَ تَرَنِي فَلَمَّا
تَجَلَّى رَبُّهُ لِلْجَبَلِ جَعَلَهُ دَكًّا وَخَرَّ
مُوسَىٰ صَعِقًا فَلَمَّا أَفَاقَ قَالَ سُبْحَانَكَ
تُبْتُ إِلَيْكَ وَأَنَا أَوَّلُ الْمُؤْمِنِينَ ﴿١٤٣﴾ قَالَ
يَمُوسَىٰ إِنِّي اصْطَفَيْتُكَ عَلَى النَّاسِ
بِرِسَالَتِي وَبِكَلِمِي فَخُذْ مَا آتَيْتُكَ



وَكَانَ مِنَ الشَّاكِرِينَ ﴿١٤٤﴾ (7:142-144)



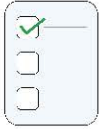
Practice reciting the verses from today's lesson (7: 136-137, 142-148, 201-205) and *Sūrah al-Ghāshiyah*. Recite one line three times every day. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.

SAMPLE CURRICULUM



LESSON 6

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٢﴾



- *Makhrāj* of letter ق
- Rules of recitation of the majestic word Allah

Click or scan me



Arabic numbers:

0	1	2	3	4	5	6	7	8	9	10
٠	١	٢	٣	٤	٥	٦	٧	٨	٩	١٠

Introduce the number 9. This looks very similar to the number 9 in English.

Use the numbers they know so far to make different combinations, for example 789, 234, 106 etc.



Letters

Explain that this letter is pronounced with a raised tongue and rounded mouth. Make the comparison with ك and the light sound ك. Use the examples below to help:

قَلْبٌ Heart | كَلْبٌ Dog
قُلٌ To say | كُلٌ To eat

Put the letter *hamzah* before ق and ك to compare the difference in *makhrāj*:

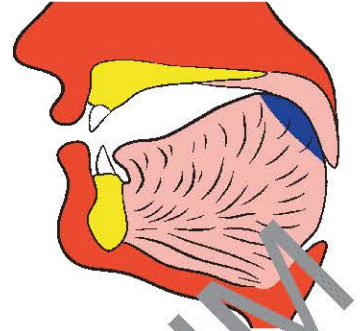
أَقٌ | أَكٌ



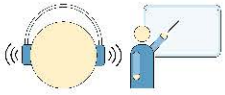
The articulation point of ق is from the deepest area of the tongue.

The deep part of the tongue when returned to touch the soft palate, produces ق.

This area is the closest to the throat and ق is produced with the elevation of the tongue towards the roof of the mouth.

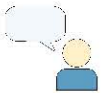


قَصِرَاتُ قُلُ



Play the audio recitation of *Sūrah al-Falaq* (<https://quran.com/113>).

Point out the correct *makhraj* of the letter ق.



Allow the students to take turns to recite the *sūrah*, paying special attention to the *makhraj* of the letter ق.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ١ قُلْ أَعُوذُ

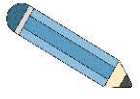
بِرَبِّ الْفَلَقِ ٢ مِنْ شَرِّ مَا خَلَقَ ٣

وَمِنْ شَرِّ غَاسِقٍ إِذَا وَقَبَ ٤ وَمِنْ شَرِّ

النَّفَّاثِ فِي الْعُقَدِ ٥ وَمِنْ شَرِّ حَاسِدٍ



إِذَا حَسَدَ ﴿١١٤﴾ (113:1-5)



Use your pencil to circle all the letter ق in the passage below. Then recite the same passage, paying special attention to the *makhraj* of the letter.

وَجَاءَ السَّحَرَةُ فِرْعَوْنَ قَالُوا إِنَّ لَنَا

لَأَجْرًا إِنْ كُنَّا نَحْنُ الْغَالِبِينَ ﴿١١٣﴾ قَالَ

نَعَمْ وَإِنَّكُمْ لَمِنَ السَّافِرِينَ ﴿١١٤﴾ قَالُوا

يَمُوسَىٰ إِمَّا أَنْ تُلْقِيَ وَإِمَّا أَنْ نَكُونَ

نَحْنُ الْمُلْقِينَ ﴿١١٥﴾ قَالَ أَلْقُوا ^ص فَلَمَّا أَلْقُوا

سَحَرُوا أَعْيُنَ النَّاسِ وَأَسْأَرَهُمْ



وَجَاءُوا بِسِحْرِ عَظِيمٍ ﴿١١٦﴾ * وَأَوْحَيْنَا

إِلَى مُوسَى أَنْ أَلْقِ عَصَاكَ ^{صَلِّ} فَإِذَا هِيَ

تَلْقَفُ مَا يَأْفِكُونَ ﴿١١٧﴾ فَوَقَعَ الْحَقُّ

وَبَطَلَ مَا كَانُوا يَعْمَلُونَ ﴿١١٨﴾ فَغُلِبُوا

هُنَالِكَ وَانْقَلَبُوا صَاحِرِينَ ﴿١١٩﴾ وَأَلْقَى

السَّحَرَةَ سَاجِدِينَ ﴿١٢٠﴾ قَالُوا آمَنَّا بِرَبِّ

الْعَالَمِينَ ﴿١٢١﴾ (7:113-121)



Introduce to them the rules of recitation of the majestic word 'Allah'.

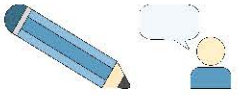
The letter **ل** is originally always pronounced with an empty mouth, whether it has a *fathah*, *kasrah* or *ḍammah*. The only exception is when it is in the majestic word Allah in some cases.

When the majestic word Allah comes after a *fathah* or *ḍammah*, it is to be recited with a full mouth.

For example: **وَأَتَّقُوا اللَّهَ** and **حَسْبِيَ اللَّهُ**

When the majestic word Allah comes after a *kasrah*, it is to be recited with an empty mouth.

For example: **بِسْمِ اللَّهِ**



In the following verses, look for the Majestic name of Allah, and circle it. Then look at the letter that appears before it, and decide if it should be recited with a full or empty mouth. Practice the correct recitation by implementing the rules learnt today.

يَبْنِي عَادَمَ قَدْ أَنْزَلْنَا عَلَيْكُمْ لِبَاسًا

يُورِي سَوْءَاتِكُمْ وَرِيشًا وَلِبَاسٌ^{صَلِّ} التَّقْوَى

ذَلِكَ خَيْرٌ^ج ذَلِكَ مِنْ آيَاتِ اللَّهِ لَعَلَّهُمْ

يَذْكُرُونَ ﴿٢٦﴾ يَبْنِي عَادَمَ لَا يَفْتِنَكُمْ



الشَّيْطَانُ كَمَا أَخْرَجَ أَبَوَيْكُم مِّنَ

الْجَنَّةِ يَنْزِعُ عَنْهُمَا لِبَاسَهُمَا لِيُرِيَهُمَا

سَوْءَ مَا تَعْمَلُونَ إِنَّهُ يَرِيكُمْ هُوَ وَقَبِيلُهُ

مِنْ حَيْثُ لَا تَبْرُونَ^{قُلْ} إِنَّهُمْ جَعَلْنَا

الشَّيَاطِينَ أَوْلِيَاءَ لِلَّذِينَ لَا يُؤْمِنُونَ ﴿٢٧﴾

وَإِذَا فَعَلُوا فَحِشَةً قَالُوا وَجَدْنَا عَلَيْهَا

ءَابَاءَنَا وَاللَّهُ أَمَرَنَا بِهَا^{قُلْ} قُلْ إِنَّ اللَّهَ

يَأْمُرُ بِالْفَحْشَاءِ^{صَلِّ} أَتَقُولُونَ عَلَى اللَّهِ مَا



لَا تَعْلَمُونَ ﴿٢٨﴾ (7:26-28)



- Practice reciting the verses from today's lesson (7: 26-28) and *Sūrah al-Falaq*. Recite one line three times every day. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.
- Try to recite *Sūrah al-Falaq* in your daily prayers too!

SAMPLE CURRICULUM



HOMEWORK DIARY

Date	Teacher's Name	Page Number	Homework/ Comments	Parent's Signature

SAMPLE CURRICULUM



HOMework DIARY

Date	Teacher's Name	Page Number	Homework/ Comments	Parent's Signature

SAMPLE CURRICULUM



HOMework DIARY

Date	Teacher's Name	Page Number	Homework/ Comments	Parent's Signature

SAMPLE CURRICULUM



HOMESWORK DIARY

Date	Teacher's Name	Page Number	Homework/ Comments	Parent's Signature

SAMPLE CURRICULUM

SAMPLE CURRICULUM

SAMPLE CURRICULUM



THE WORLD
FEDERATION
OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES



INDIA
FEDERATION
COUNCIL OF ALL KSI JAMAATS



Federation
of Australasian
Communities Inc



THE FEDERATION OF KHOJA
SHIA ITHNA-ASHERI JAMA'AT OF
PAKISTAN



AFRICA
FEDERATION
KHOJA SHIA ITHNA-ASHERI JAMA'AT



THE COUNCIL OF EUROPEAN STATES

NASIMCO
North American Shia Ithna - Asheri Muslim Communities Organization

ISBN 978-1-78991-170-1



9 781789 911701