

Al-Azhar Al-Sharif  
Presidency of Al-Azhar Institutes Sector

Pilot Edition

# A Glimpse of Revelation I

## An ESP Course for Al-Azhar Secondary Schools

Teacher's Guide



2025 - 2026

غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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## **A Glimpse of Revelation I** Teacher's Guide

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**A Glimpse of Revelation**

**T**eacher's **G**uide

**Year One Secondary**



## Al-Azhar Vision

Al-Azhar aims to provide A high-quality education and training system to all according to the international standards of education quality for the Egyptian students and non-Egyptian students without discrimination within an efficient, just, sustainable and flexible institutional framework to interact positively and effectively within their society. Providing the necessary skills to students and trainees to think creatively and empower them technically and technologically. Contributing to the development of a proud, creative, responsible, and competitive citizen who accepts diversity and differences, and is proud of his country's history. This provides a model of the comprehensive developed Islamic teaching based on knowledge, ethics and values to help students to face the challenges which they encounter daily. Hence, they feel proud of their Islamic entity and the belonging to Al-Azhar, and its paradigm which is based upon moderation and balance. Thus, this can be achieved by building Curriculums on psychological, social, cultural, philosophical and political standards that help the learner to build their personality on self-esteem, competing, accepting and respecting the diverse and the others.

## Introduction

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Thanks, and all praise be to Allah. I thank Him, repent to him, and ask Him for His forgiveness. We take refuge in Allah from the evil of ourselves and the evil consequences of our actions. Those whomsoever Allah guide, no one can misguide and those whomsoever Allah leave to go astray, no one can guide. I declare and bear witness that there is no one who has the right to be worshiped but Allah alone. There is no partner to Him, and I declare and bear witness that Mohammad is the messenger of Allah (PBUH). Allah has guided humans to gain knowledge and inspired their learning. In fact, all the knowledge are an endowment from the All-Knowing.

Al-Azhar New Curriculum *A Glimpse of the Revelation* for the secondary stages at Al-Azhar institutes provides a comprehensive set of progressive learning outcomes of what Al-Azhar learners should *know* and *be able to communicate* in the English language, using Islamic terminologies to spread the Islamic principles, values and ethics.

*A Glimpse of the Revelation* for Al-Azhar secondary institutes includes:

- Islamic contextual information in the English language.
- English language for religious purposes.
- Activities to help the learner implement the learning outcomes.
- developing competence in using language for Islamic perspectives.

## Rationale of Curriculum Development

*A Glimpse of the Revelation* is based on the integration and consideration of the prior knowledge of learners. It introduces Islamic concepts and aspects that students should learn, understand, and utilize.

The integrated scope and sequence works as a road map to ensure comprehensiveness, and to provide learning experiences specifically designed to support learners of English as a foreign language at various levels of development.

## The aims of the Course

*A Glimpse of the Revelation* aims to enable Al-Azhar learners, at secondary Institutes, to communicate confidently and effectively and to develop critical thinking skills to respond to a range of information, media and texts with *enjoyment* and *understanding*. In addition, it promotes a *cross-cultural understanding* about *sound creed and ethics as well as Islamic Moderate Core values* that Al-Azhar propagates. More and above, the framework is founded on best practices in teaching English as a foreign language and is designed to engage learners in an active, interactive and creative learning journey.

*A Glimpse of the Revelation* focuses on helping students to acquire a solid knowledge of the Islamic ethics and principles, preparing them for the modern world as future employees and citizens so that they can effectively deal with today's challenges. The course achieves this by integrating the 21st century skills in the light of the basic principles, ethics, issues and Values of Islam. Life skills and issues can, therefore, be found throughout the course. In addition to these universal skills and themes, the

course maintains a distinct Islamic focus, with an emphasis on Al-Azhar vision.

*A Glimpse of the Revelation* has global perspectives that provide learners with the opportunity to develop these skills:

1. Analysis.
2. Collaboration.
3. Communication.
4. Evaluation.
5. Reflection.
6. Research.
7. Curiosity about the world around the students.
8. Knowledge + Understanding + Skills that can be applied in across subjects

Global perspective helps students to develop an understanding of different cultures. It also allows them to see how their own culture fits into the larger world. Global citizenship aims to encourage young people to develop their knowledge, skills and values they need to engage with the world. A student is a global citizen who is aware of and understands the wider world. A global citizen takes an active role in their community and works with others to make our planet more peaceful, sustainable and fairer.

*A Glimpse of the Revelation* curriculum helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in their lives
- effective and confident communication skills, through the skills of reading, writing, speaking and listening

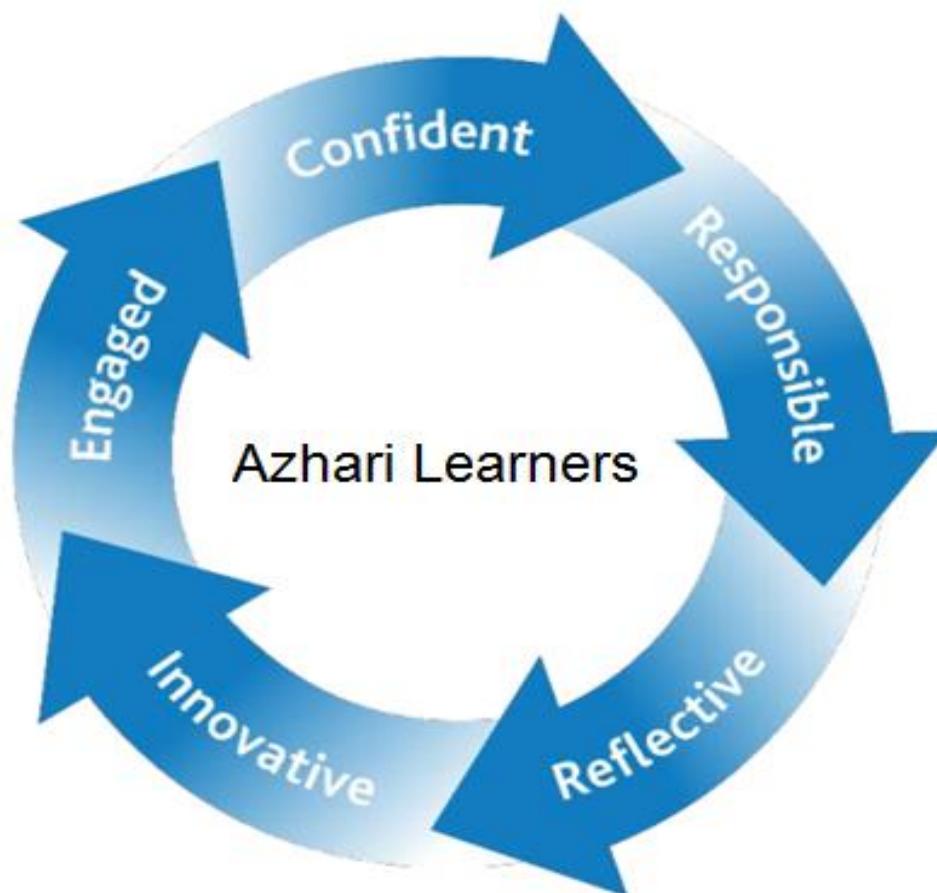
- understanding personal and local context, as well as having global awareness.
- seeing themselves as successful language learners
- developing a solid foundation in the skills required for continued study of English as a Foreign Language for special purposes.
- developing students' interest in Islamic texts and give them a clear reason for listening, reading, speaking or writing about Islam in English.
- making sure that students understand what they are listening, reading, speaking or writing about and why.
- encouraging students to deduce meaning from context and focus on what they can understand instead of what they can't understand.
- giving students time to talk about the text and focus on any new / blocking language.
- encouraging students to use writing conventions and strategies.
- encouraging students to write purposefully and meaningfully.

*A Glimpse of the Revelation* curriculum supports learners to become:

**Responsible** – Learners take responsibility for their learning, ask questions and look for opportunities to use their linguistic skills to express themselves.

**Innovative** – Learners actively explore and experiment with new language, making connections (to their own language) to build on what they already know and are able to do.

**Confident** – Learners develop their reading, writing, speaking and listening to become confident communicators in English. They feel empowered to take risks, try new language, and reflect on and learn from their mistakes.



**Engaged** – Learners are curious about other languages, cultures and perspectives and take opportunities to discover new areas of interest through the medium of English.

**Reflective** – Learners develop the skills to plan, monitor and evaluate their own learning. They reflect on language learning strategies they have used before to consider how they will approach a new task.

## The Three Categories of the 21st Century Skills:

The skills presented and practiced in this course aim to enable students to handle the 21st Century challenges and accept differences in opinions. According to Egypt vision 2030, life skills exercises provide students with the chance to develop critical thinking skills. The life skills presented and practiced in this course aim to enable students to effectively accept differences in opinions and handle the 21st Century challenges that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes..

The Essential Rules Of 21st Century Learning are:

- Instruction should be student-centered.
- Education should be collaborative.
- Learning should have context.
- Schools should be integrated with society.

Each 21st Century skill is broken into one of three categories:

1. Learning skills 2. Literacy skills 3. Life skills

**Learning skills (the four C's)** teaches students about the mental processes required to adapt and improve a modern work environment.

**Literacy skills (IMT)** focuses on how students can discern facts, publish outlets, and the technology behind them. There's a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.

**Life skills (FLIPS)** take a look at intangible elements of a student's everyday life which focus on both personal and professional qualities.

The preceding skills are supported and developed by a group of values that help these life skills to develop.

## Values

In addition to the life skills that are easily recognized, the course also establishes the Islamic values which students need to be equipped with. These values include:

- **Work values:** How to make something perfect with honesty and good communication, bearing in mind that Allah is watching everyone.
- **Academic values:** Respecting knowledge, working with integrity, curiosity and objectivity; showing appreciation of science, scientists and scholars.
- **Personal values:** Showing moderation, balance, patience, appreciation of others, compassion and independence.
- **Coexistence values:** Appreciating peace, tolerance and acceptance of others; respecting rules, law, rights and traditions; participation in helping others.
- **Tolerance:** the ability or willingness to tolerate and accept the existence of opinions, feelings, habits, behaviour or beliefs that are different from your own or that one dislikes or disagrees with.
- **Mercy:** compassion or forgiveness shown towards someone whom it is within one's power to punish or harm.

- **Moderation:** the avoidance of excess or extremes, especially in one's behavior or opinions.
- **Respect for diversity:** How to understand and appreciate the differences that exist between people and show an equal amount of respect for all of them.
- **Decision-making:** How to evaluate available evidence in order to make the right decisions for given situations.
- **Empathy:** How to understand and show understanding for other people's situations or experiences.
- **Negotiation:** How to discuss a situation with another person in order to achieve a desired outcome.
- **Problem-solving:** How to solve problems effectively and in a timely way.
- **Resilience:** How to deal with difficult situations and recover quickly from setbacks.
- **Self-management:** How to take responsibility for your own work, and show good behavior.
- **Sharing:** How to decide which information to share with other people clearly.

## Issues

Issues that students need to confront in the modern world are embedded in the curriculum. These Issues include:

- **Peace:** Appreciating peaceful co-existence is necessary for the community. The absence of hostility and violence between individuals or

groups helps to achieve the levels of trust, cooperation and inclusiveness needed for societies to be resilient to shocks, manage disputes and adapt to changes in the environment.

- **Non-Discrimination issues:** Learning to avoid discrimination against people of a different religion, children, women or people with special needs.
- **Citizenship issues:** Appreciating loyalty and belonging, national unity, rights and duties; showing legal awareness.
- **Environmental and developmental issues:** Showing awareness of environmental pollution and responsibility towards keeping the environment clean, and an appreciation of sustainable development and community participation.
- **Health and population issues:** Appreciating hygiene, cleanliness, preventative and therapeutic health; awareness of overpopulation.
- **Issues of globalization:** Showing awareness of digital citizenship, leading businesses, technology and civilizational communication.

## Technology

Throughout the course, there is an awareness that students will be communicating in a world where digital communication is prevalent, and the vast majority of people use technology. This is reflected in the inclusion of text types such as writing messages via e-mail. Students are required to utilize technology to in the activities.

## The Role of the Teacher

**Teachers should:**

- divide content into meaningful short chunks;

- keep practice time short (10-15 minutes);
- keep practice periods frequent and close together when exploring new content;
- review material periodically from previous learned content; and
- give students immediate feedback.

## Teacher should be:

### **Model**

A model is a person with a role either to promote or display to serve as a visual aid for students. Model education refers to a preferred model of education by the teacher to assist the highest level of teaching and retention of information within their students.

### **Planner**

The teacher thoroughly takes into consideration the aims and learning outcomes of each lesson, then decides what is taught, how it is taught, and what equipment and materials required to help students learn.

### **Instructor**

The teacher introduces the language to be learned, gives instructions to students, and decides what language and activities need to be practised.

### **Language model**

The teacher provides a model of spoken and written English for students, especially when new language is presented and practised.

### **Manager**

The teacher organizes the class in order to fulfil the requirements of the

different exercises. Sometimes this may mean putting learners into pairs or groups.

### **Controller**

The teacher controls the pace and content of a lesson and the behaviour and discipline of the students.

### **Decision maker**

The teacher decides what activities students will participate in, which students to ask questions to and how long each activity should last.

### **Advisor**

The teacher monitors the progress of the class, deciding how learners are performing and what extra help should be given, such as explaining the task further or providing extra examples of relevant language.

### **Monitor**

When the students are working individually, in pairs or in groups, the teacher moves from group to group helping students or correcting mistakes.

### **Personal tutor**

The teacher identifies individual students' areas of difficulty and finds ways of helping them.

### **Assessor**

At different points in a class the teacher may observe the performance and progress of particular students in order to award marks for ongoing assessment and participation.

## Application of Content and Language

New content and abstract concepts need to be presented in personally relevant ways that spark a student's prior knowledge and experiences. Some examples include the following:

- Keeping personal learning journals
- Playing roles for reviewing content
- Writing test questions
- Creating problems for another student to solve
- Teaching a concept to another student

## Lesson Delivery

Lesson delivery includes how well the stated content and language objectives are supported during the lesson, to what extent students are engaged in the lesson, and how appropriate the pace of the lesson is to students' abilities. The research relating to engaged time on task states that instruction that is understandable to students, that creates opportunities to talk about the lesson's concepts, and that provides hands-on activities to reinforce learning, captures students' attention and keeps them more actively engaged.

## Content and Language Objectives

Content objectives describe **what** the students will learn during the lesson. Language objectives describe **how** the student will learn the content of the lesson. Content objectives and Language objectives should be stated orally; be written where all will see, preferably in the same space each time; and be limited to one or two per lesson. Clarifying these objectives helps:

- provide a focus for the lesson;
- provide a structure for carrying out the procedures of the lesson;
- allow students to be aware of the purpose of the lesson; and
- provide ways for teacher and students to evaluate the lesson in respect to the content objectives.

## Approaches

### **Overview of teaching approaches**

It is expected that teachers will adopt an integrated approach to planning and teaching *A Glimpse of the Revelation Curriculum* in English as a Foreign Language. Each lesson and unit need to provide opportunities for practice of all four skills as well as a focus on one or more learning objectives from the Use of English strand. The Use of English strand provides the linguistic features learners need to engage with the language receptively in the Reading and Listening strands and productively in the Writing and Speaking strands.

### **Integrating Use of English and the four skills:**

- enhances learners' communicative competence
- enables teachers to build a lesson or a topic relevant to the learners
- motivates learners to learn by building more variety into the lesson
- works at the level of realistic communication, where language tasks involve more than one skill
- exposes learners to authentic language
- challenges learners to interact naturally.

This integrated approach can, and should, be implemented from the start of Stage 1 secondary. For example, asking and responding to simple questions related to Islamic topics draws on listening and speaking skills as well as an understanding of Islamic words and phrases. As learners move through the stages, previously studied language should be reviewed, extended and integrated into different practice tasks. For example, at Stage 1 secondary, learners are introduced to pillars of Islam. At Stage 2 secondary, this understanding is extended to include a wider range of written texts for comprehension.

The **Teacher Guide** will support you to plan and deliver lessons using effective teaching and learning approaches.

## **CALLA “Cognitive Academic Language Learning Approach”**

*Basic Components of CALLA - The approach incorporates three basic components, which include:*

1. **Content Topics** – topics that are not a repetition of the regular classroom material, but enhanced topics for better understanding which sparks the interest of students.
2. **Academic Language Skills** – including all four communicative skills—listening, speaking, reading, and writing. Language is used as a tool for academic learning as students are required to analyze and evaluate information as well as their own learning preferences.
3. **Language Learning Strategy Instruction** – Explicit instruction in language learning strategies assists students in becoming active learners who mentally analyze and reflect on their learning. Through the use of language learning strategies, students are able to learn and apply the strategies to all types of learning situations. The three types of language

learning strategies include those that target metacognitive processes, those that deal with cognitive aspects of learning, and those that address social and affective skills.

- It was created mainly for students with limited proficiency / command of English.
- It enables students to become more proficient so that they are more able to take part in content directed instruction.
- Develop language across the curriculum
- Focus on literacy in all subjects
- Link to prior linguistic knowledge and skills
- Provide balanced instruction

### The 5 Steps of CALLA

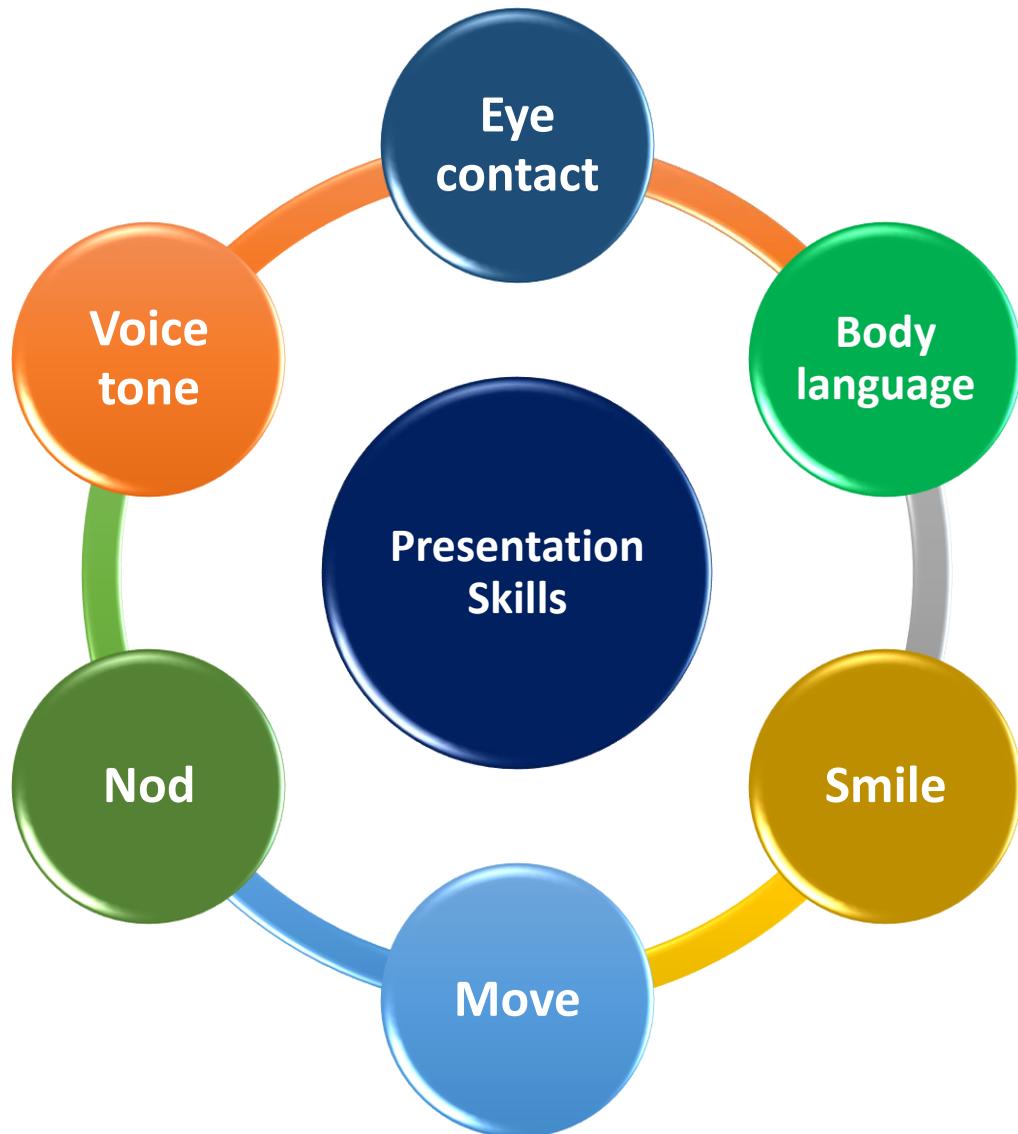


➤ CALLA related Strategies; SIOP

**The Sheltered Instruction Observation Protocol**



## ➤ Presentation Skills



### Tips for Giving Effective Presentations

- Plan
- Organize
- Be Audience-Centered
- Present, Practice, Produce!
- Use Easily Readable Notes
- Eliminate Distracting Habits
- Speak Slowly and Clearly

- Use Your Body Effectively
- Effective & Confident Communication Skills
- Develop students' Global Awareness

There are various reasons why teaching presentation skills is very important. Presentation is an essential outcome of the school experience. When learners learn how to present in front of the whole class, it helps them build confidence and self-esteem, and become more aware of themselves in terms of thoughts and emotions. Furthermore, learning how to give a presentation from a young age makes learners more comfortable with public speaking, which is absolutely necessary in high school, college, and in their professional life as well. Here are some benefits that come along when kids learn and practice presentation skills. Presentation skills help learners to:

- communicate with others
- increase self-confidence
- take on responsibility
- become organized
- prepare well

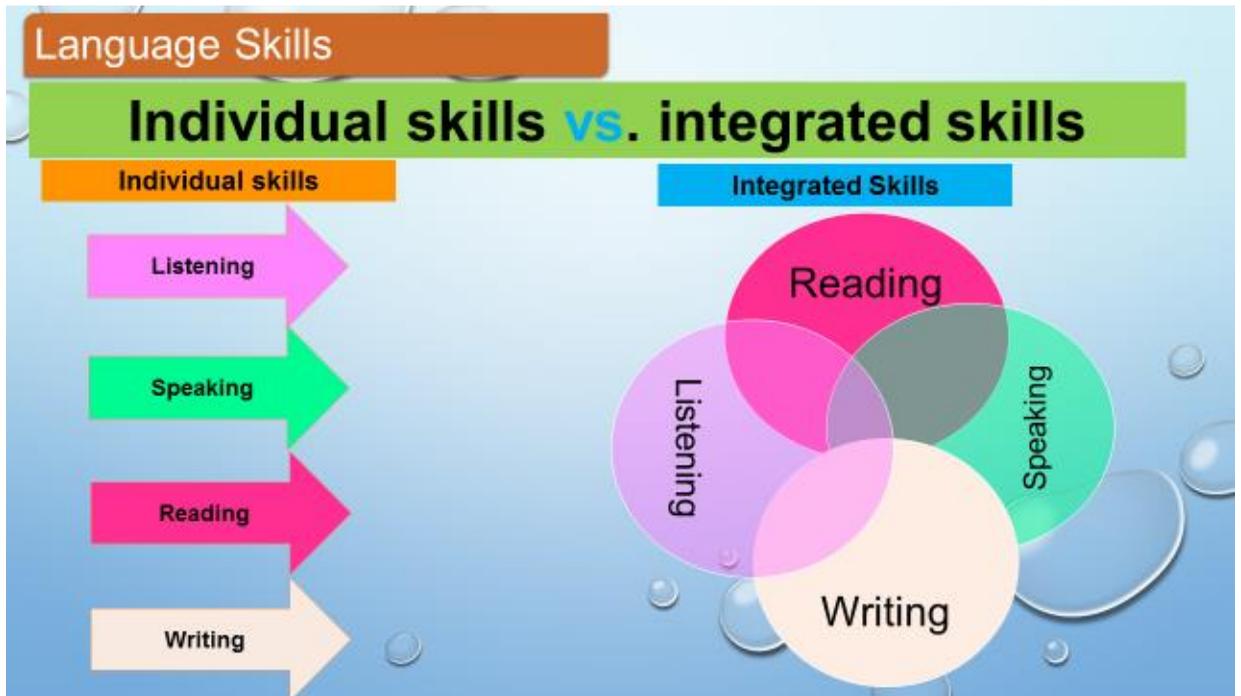
## The Integrated skills Approach

Learning through integrated approaches is extremely effective because it mirrors real-life learning and, therefore, helps students to develop learning skills which they can make use of throughout their lives. This curriculum is based on the four skills (reading, writing, listening and speaking). Each lesson is followed by a set of activities that aim to allow the students to practice these skills.

*Al-Azhar Framework Document for Teaching **A Glimpse of the Revelation** in English as a Foreign Language for Secondary Institutes* is designed and based on the following principles:

## *1. Integration of receptive and productive skills in Islamic contexts*

- Receptive Skills (Listening & Reading)
- Productive Skills (Speaking & Writing)



Learning objectives are organized into five strands:

1. Listening
2. Speaking
3. Reading
4. Writing

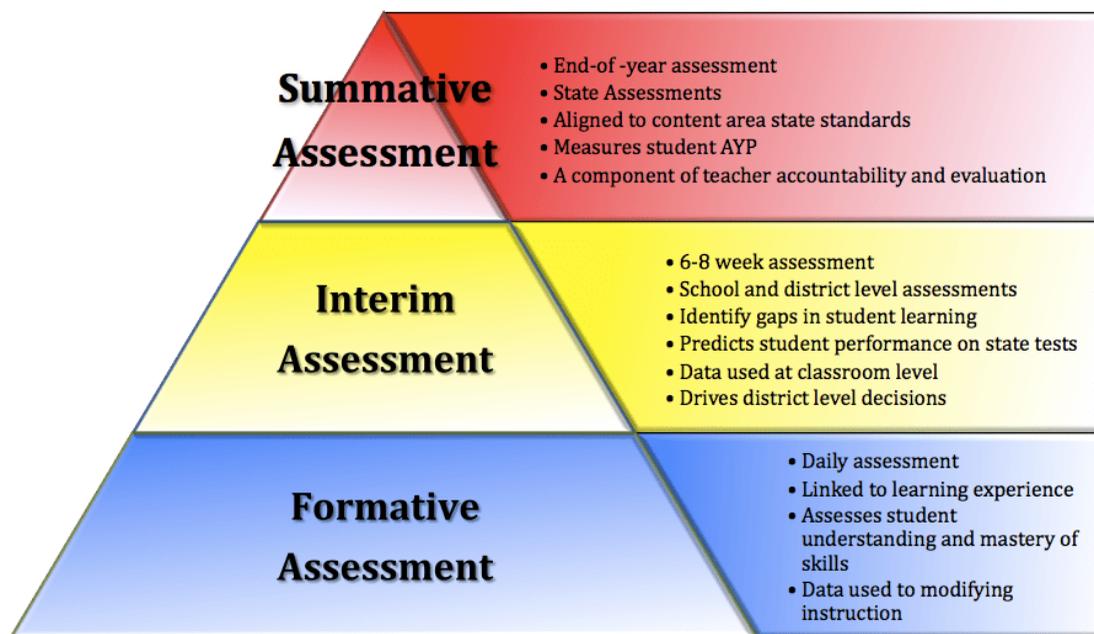
➤ **Catering for students learning styles (VAK)**

- One size does not fit all.



## ➤ Assessment

### Types of Assessments



There are various types of assessment.

### Pre-assessment or diagnostic assessment

Before creating the instruction, it's necessary to know what kind of students you're creating the instruction for. Your goal is to get to know your students' strengths, weaknesses, skills and knowledge before taking the instruction. Based on the data you've collected; you can create your instructions.

### Formative assessment

Formative assessment is used in the first attempt of developing instruction. The goal is to monitor student learning to provide feedback. It helps identifying the first gaps in your instruction. Based on this feedback you'll know what to focus on for further expansion for your instruction.

## Summative assessment

Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached. But it measures more: the effectiveness of learning, reactions on the instruction and the benefits on a long-term basis. The long-term benefits can be determined by following students who attend your course, or test. You can see whether and how they use the learned knowledge, skills and attitudes.

## Confirmative assessment

When your instruction has been implemented in your classroom, it's still necessary to take assessment. Your goal with confirmative assessments is to find out if the instruction is still a success after a year, for example, and if the way you're teaching is still on point. You could say that a confirmative assessment is an extensive form of a summative assessment.

## Norm-referenced assessment

This compares a student's performance against an average norm. This could be the average national norm for the subject History, for example. Other example is when the teacher compares the average grade of his or her students against the average grade of the entire school.

## Criterion-referenced assessment

It measures student's performances against a fixed set of predetermined criteria or learning standards. It checks what students are expected to know and be able to do at a specific stage of their education. Criterion-referenced tests are used to evaluate a specific body of knowledge or skill set, it's a test to evaluate the curriculum taught in a course.

## Ipsative assessment

It measures the performance of a student against previous performances from that student. With this method you're trying to improve yourself by comparing previous results. You're not comparing yourself against other students, which may be not so good for your self-confidence.

## Assessment OF FOR Learning

- Both assessment FOR and OF learning are important
- Assessments FOR learning serve to help students learn more (Classroom Assessment)
- Assessments OF learning provide evidence of achievement for public reporting (Standardized Testing)

### Assessment

Assessment is designed to complement this Curriculum Framework for Stages 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Secondary.

- **Teacher's Capacity Building and CPD**
  - Reflective teacher
  - Text- based training

## Key benefits

*A Glimpse of the Revelation* empowers learners to communicate confidently and effectively, and to develop the critical thinking skills needed to respond to a range of information, media and texts.

*A Glimpse of the Revelation* also promotes active learning, develops thinking skills and encourages intellectual engagement. The Curriculum develops a solid foundation for further study of Islamic terms in English as a Foreign Language, and for study through the medium of English.

*A Glimpse of the Revelation* is designed to support effective teaching of the Islamic teachings in English within and across the Secondary stages. There is a clear progression of reading, writing, speaking and listening skills across the stages.

The curriculum supports an integrated approach to planning and teaching to develop effective communication skills in English. Throughout the curriculum, learners revisit and engage with language at deeper levels and in different contexts.

### **What knowledge, skills and understanding does the subject develop?**

*A Glimpse of the Revelation* develops:

- \* Effective use of English for the purposes of practical communication
- \* Confidence in reading a range of Islamic texts
- \* An awareness of the nature of language and language-learning skills

\* A solid foundation for the further study of English as a Foreign Language, and for study through the medium of English.

## Backward design

**Backward design** is a method of designing an educational curriculum by setting goals before choosing instructional methods and forms of assessment. Backward design of curriculum typically involves three stages:

1. Identify the results desired (big ideas and skills)
  - What the students should know, understand, and be able to do
  - Consider the goals and curriculum expectations
  - Focus on the "big ideas" (principles, theories, concepts, point of views, or themes)
2. Determine acceptable levels of evidence which support that the desired results have occurred (culminating assessment tasks)
  - What teachers will accept as evidence that student understanding took place
  - Consider culminating assessment tasks and a range of assessment methods (observations, tests, projects, etc.)
3. Design activities that will make desired results happen (learning events)
  - What knowledge and skills students will need to achieve the desired results
  - Consider teaching methods, sequence of lessons, and resource materials

## Teaching time

For guidance, this Curriculum Framework is based on learners having 4 hours of English as a Foreign Language per month. The actual number of teaching hours may vary according to the context.

## Overview of learning objectives

There are learning objectives for each of Stages 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> secondary, and the learning objectives in each stage are unique to that stage. To enable effective progression in your teaching, you need to be familiar with the progression of skills across stages. This will help you to build on prior learning in every stage. It is expected that teachers will plan lessons and select topics, activities and resources appropriate to their learners' context.

To support effective development of all skills (reading, writing, speaking and listening) and Use of English, you should try to plan lessons that include learning objectives from more than one strand.

***A Glimpse of the Revelation Curriculum*** is designed to indicate the types of activities you may use, and the intended depth and breadth of each learning objective. These activities are not designed to fill all the teaching time for each secondary stage. You should use other activities with a similar level of difficulty, for example, those from endorsed resources.

This series is designed for teaching Islamic culture to young Muslims in Al-Azhar Institutes. The series aims to enable students to identify the foundations, principles and rules of the religion of Islam by building a

strong knowledge base to enable them to maintain their faith and identity and interact with others. Each grade contains the following books:

- Islamic Studies Syllabus.
- Student's Book
- Teacher's Guide
- CD

## Lesson Planning

### **1. Warm-Up and Review**

Each lesson plan should begin with a lead in or review warm up; fun activity to either review or introduce a topic or information. This activity helps pupils to both recall the language and switch to an English-speaking mode.

### **2. Introduce the Target Language**

A new language is introduced before pupils open their Pupil's Book so that they focus on the meaningful demonstration of the language. Step-by-step suggestions explain how to introduce the target language using Pics and/or Word Cards, realia, drawings, and/or gestures.

### **3. Talk about the picture**

Before introducing the target language, pupils can look at some pictures to make previewing, and to brainstorm ideas related to these pictures. This helps them recall their schemata. This activity is purely productive and engaging for pupils.

### **4. Practice the Target Language**

The Teacher's Book provides detailed instructions on how to fully use the Pupil's Book pages.

## 5. Activities

A lesson plan should include various activities to offer pupils further practice with the target language.

## 6. Finish the Lesson

Each lesson plan should conclude with a quick, fun activity which reviews the new language, gives the lesson a feeling of closure, and ends the class on a positive note.

The units are divided into themes to cover the various Islamic topics. Each theme constitutes a separate lesson.

## Course outline

The course has the following components:

### **Pupil's Book**

The Pupil's Book consists of two terms. Each term has three main units. Each unit includes various activities to enhance understanding.

### **Digital materials**

Links are included throughout the Teacher's Guide to help teachers to explain unfamiliar concepts.

### **Teacher's Guide**

A full-color Teacher's Guide provides detailed lesson plans on how to teach all activities, and suggested key teacher language. It aims to help the teachers to get the most out of the materials they have

Each lesson in the teacher's guide has step-by-step teaching notes suggesting how to approach the lesson. Every lesson begins with suggested warm up activities such as lead in activities or to revise language from previous lessons.

The activities can be adapted to suit pupils who are making rapid progress or slow pupils. The notes suggest ideas about how to access previous knowledge and experiences within new topics.

The Teacher's Guide provides suggestions for proper classroom management. Teaching large classes is demanding so it is important to vary teaching approaches to enable each individual pupil to participate, as well as to use pair work, group work and class work effectively. The Teacher's Guide suggests how you can adopt a 'stop and check' approach to ensure pupils have achieved objectives before moving on. This approach supports the assessment of pupils' progress on an ongoing basis.

### Scaffold student learning through

- **Paraphrasing**—rephrase a sentence to help in clarifying a word;
- **Systematic word study**—since isolated word lists and dictionary definitions do not necessarily promote vocabulary or language development, it is important for students to be able to become familiar with and study words in a variety of ways (write them, say them, see them, act them out, draw them, sing them, etc.); and
- **Word study books** or personal dictionaries—student-made personal books in which students enter frequently used words, concepts, and ideas.

- **Pace of Lesson**

Pacing refers to the rate at which information and concepts are delivered during a lesson. The pacing rate for ELL students must be quick enough to keep students' interest but not so quick that it makes understanding difficult.

- **Engaged Students**

- For lesson delivery to be considered effective students should be actively engaged 90% to 100% of the period, set-aside for the lesson.
- Students should be engaged in activities that relate directly to material that they will be tested on.
- Effective teachers minimize off task activities such as making announcements, passing papers etc.

**These are some factors that contribute to high levels of student engagement:**

- Well planned lessons
- Clear explanation of academic tasks or instructions
- Appropriate allocation of time for academic task
- Strong classroom management skills
- Opportunities for students to apply learning in relevant and meaningful ways
- Active student involvement in planning and implementation of activities
- Lesson design that meets the language proficiency and learning needs of students

### **Review of Key Content Concepts**

Review key concepts before, during, and after a lesson using the following strategies:

- Informal summarizing—“Lead students to discuss with partners the three most important things they have learned up to this point.”
- Chunking of information—Lead students in a periodic review aloud of text or material.

- Structured review—Students summarize with partners or in small groups, listing key points.
- Linking review—Link the review back to content objectives to ensure a focus on essential concepts.
- Final review—Allow students to ask questions to clarify their own understanding.

Providing feedback during review clarifies and corrects misconceptions, helps students develop English proficiency, and allows teacher to paraphrase and model correct grammar and usage.



## Unit 1

# Religion



### UNIT OBJECTIVES

**At the end of this unit, students should be able to:**

- ◆ Respect the diversity of religions as emphasized in Islam.
- ◆ Comprehend the fundamental concepts and significance of religion, including the purposes of having a true religion.
- ◆ Identify and describe the divine religions, focusing on their unique characteristics and contributions.
- ◆ Develop skills in translating religious texts and concepts using appropriate jargon vocabulary.
- ◆ Create visual presentations to effectively communicate knowledge about divine religions and Islamic teachings.

## Unit 1: Religion

### **Lesson 1: The Concept of Religion**

#### Intended Learning Outcomes (ILOs):

##### **Affective**

- Accept the variation of religions among people as confirmed by Islam.

##### **Cognitive**

- Identify what is meant by the concept of religion.
- Delineate the different types of the divine religions.

##### **Psychomotor**

- Translate some sentences about religion variation using proper vocabulary.

#### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

#### Notes for the Teacher

- Encourage respect during discussions about the concept of religion.
- Ensure that students understand the importance of learning the concept of religion.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

#### Lesson Plan Overview

- Warm-up and pre-reading discussion (about 5 minutes)
  - Reading and explanation (about 10 minutes)
  - Activities (about 20 minutes)
  - Post reading extra activity: Dictionary use (about 5 minutes)
  - Closure/assessment (about 5 minutes)
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## Lesson Plan Details

### Warming-up (5 minutes)

#### Think-Pair-Share:

The teacher encourages the students to think about the concept of religion and discuss their information in pairs and groups making use of some clues.

Before you start with books closed write the title on the board and ask students what it might refer to.

#### Instructions:

1. **Think:** Ask students to spend 2 minutes thinking about the question: "What is Religion?"
  2. **Pair:** Have students paired to discuss their thoughts for 1 minutes.
  3. **Share:** Some students share their discussions with the class in 2 minutes. Write key points on the board to highlight different perspectives and common themes.
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### Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about “the religion Moral Code”.

#### Instructions:

- Begin with a discussion about "Types of Religions ".
- Encourage students to share their thoughts and ideas.

- Write key points on the board to refer back to during the lesson.
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### Reading and Explanation (15 minutes)

**Objective:** Introduce some information about the types of religions.

**Instructions:**

- Read aloud the provided text about the concept of religion or play the track.
- Explain the types of religions.
- Discuss religion as a moral code.

### Activities (10 minutes)

**Objective:** Reinforce students understanding through guiding practice.

**A. Circle the right choice:**

- 1 Tell the students to read through the gapped sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check the answers.

### Answers

1. a) beliefs and activities    2. d) related    3. a) beliefs  
4. c) various    5. c) divine or non-divine

**B. Write [T] for true statements and [F] for false ones:**

- Read through the statements as a class, checking understanding.
- Tell students that they may need to read the text again.
- Students should try to remember, or make a note of, why the false sentences are false.
- Students should try to correct the false sentences.

**Answers**

1. F      2. F      3. T      4. F      5. T

**C. Using words from the following box, complete the sentences, one word each:**

- 1 Tell the students to read through the gapped sentences carefully.
- 2 Explain that students have to choose the correct words. They can do this individually or in pairs.
- 3 Ask them to refer to the text if they need further help.
- 4 Check answers as a class.

**Answers**

1. morals    2. rituals    3. divine    4. spiritual    5. ultimate

**D. Answer the following questions:**

- Discuss this question with a partner.
- Read the question with the class and allow students a few minutes to discuss their ideas in pairs.
- Ask the pairs to report back to the class and compare their answers.

**Answers**

1. It's a personal set of beliefs, attitudes and practices.
2. Culture affects religious practices because they are closely related.
3. Religion binds society when it is applied properly.

**E. Translation:**

(Any relevant proper answer to the question is accepted).

Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

Translate the following into Arabic.

يحمل الدين الإنسان على الاستسلام للقوى الإلهية.

Translate the following into English.

- Humans have different beliefs because of their different cultures.

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### Pair Work (5 minutes)

#### Dictionary Use (5 minutes)

**Objective:** Enhance student understanding through pair work.

#### Dictionary Use

- Put students into pairs and provide a list of unfamiliar vocabulary.
- Each pair looks up definitions in the dictionary and writes them in their own words.
- Pairs discuss and ensure both partners understand each term.

### Homework / Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:** Assign students to write a short essay about “The Concept of Religion”.

## Lesson 2: The Purpose of True Religion

### Intended Learning Outcomes (ILOs):

#### Affective

- Form a positive attitude towards the human need for a religion.

#### Cognitive

- Recognize the significance of having a religion.
- List the main purposes of having a true religion.

#### Psychomotor

- Translate some sentences about the significance of religion using proper vocabulary.
- Interpret the meaning of a Qur'ānic verse about the purpose of religion.

### Lesson Materials

- **Exercises:** activities based on the text.
- **Dictionaries:** Paper or digital for individual work/ pair work/ groups work in the class.

### Notes for the Teacher

- Encourage respect during discussions about the purpose of true religion
- Ensure that students value the importance of understanding the purpose of true religion.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson.

## Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (about 20 minutes)
  4. Post reading extra activity: vocabulary use about (5 minutes)
  5. Closure/assessment (5 minutes)
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## Lesson Plan Details

### Warming-up (5 minutes)

#### 1. Quick Write (5 minutes)

**Objective:** Get students to articulate their thoughts about the purpose of religion.

**Instructions:**

1. **Prompt:** Ask students to write a sentence in response to the prompt: "A true religion positively affects the lives of people and societies."
  2. **Share:** After writing, ask a few volunteers to read their sentences aloud.
  3. **Discuss:** Facilitate a brief class discussion based on the students' responses, emphasizing the importance of understanding goals that a true religion can fulfill.
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### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking to answer the following question:  
Why do you think people need religion?

**Instructions:**

- Start a discussion about "what is the Purpose of true religion?"

- Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
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## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce some Quranic verses about the Attributes of the Creator.

### Instructions:

- Read the provided text about the purpose of true religion aloud or play the soundtrack.
- Explain the purpose of true religion.
- Discuss how religion affects society.
- Think about what the names and attributes of Allah inspire Muslims with.
- Highlight how religious practices provide comfort.

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through guided practice.

### A. Circle the Right Choice:

- Ask students to circle the correct answers. Then they discuss and demonstrate their answer. (assessment)
- Tell the students to read through the gapped sentences carefully.
- Explain that students have to choose the correct words to complete them. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

## Answers

1. d) a, b & c      2. a) contributes to      3. d) several  
4. a) promotes      5. b) they do not follow the rules of true religion

### **B. Write [T] for true statements and [F] for false ones:**

- 1 Read through the sentences with the class.
- 2 Ask students to read the text again to complete the task.
- 3 Check their answers as a class

## Answers

1. F      2. T      3. F      4. T      5. T

### **C. Match the words with their meanings:**

- Tell the students to read through the two columns carefully.
- Explain that they may need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

## Answers

1. c    2. d    3. a    4. e    5. b

### **D. Answer the following questions:**

- Tell students to discuss the questions in pairs.
- Encourage students to discuss their answers.
- Continue the discussion with the whole class.

## Answers

1. Religion are divine or non-divine.
2. Religious teachings emphasize social virtues that promote ethical behavior and community cohesion.
3. A true religion encourages positive beliefs and develops life skills that lead to a healthy society.

### E. Translation:

(Any relevant proper answer for the question is accepted).

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

### Answers

**Translate the following into Arabic.**

ينظم الدين العلاقة بين الإنسان وربه، وبين الناس بعضهم بعضًا.

**Translate the following into English.**

- Religion brings people up to be sincere, honest and to love the right. It also provides them with security and peace.

### 4. Pair Work (5 minutes)

#### Mind-Mapping

**Objective:** Enhance students' understanding using mind-mapping.

**The teacher can apply the following technique:**

#### Instructions

- Each pair creates a list of ideas about the purpose of true religion.
- Branches should include some positive beliefs.
- Pairs present their lists to the class.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

- Encourage students to reflect on the lesson and prepare questions or comments they have for the next class.

#### Homework:

- Write a short essay on "the purpose of true religion."

## Lesson 3: The Islamic Concept of Religion

### Intended Learning Outcomes (ILOs):

#### Affective

- Recognize the concept of divine religion.

#### Cognitive

- Identify the meaning of Islam.
- Verify the sources of the Islamic religion.

#### Psychomotor

- Translate some sentences about the Islamic concept of religion using the proper vocabulary.
- Develop a presentation about the Islamic concept of religion.

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage respect during discussions about the Islamic concept of Religion.
- Ensure that students understand the importance of learning the Islamic concept of religion.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

## Lesson Plan Overview

- Warm-up and pre-reading discussion (about 5 minutes)
  - Reading and explanation (about 10 minutes)
  - Activities (about 20 minutes)
  - Post reading extra activity: Dictionary use (about 5 minutes)
  - Closure/assessment (about 5 minutes)
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## Lesson Plan Details

### Warming-up (5 minutes)

#### Think-Pair-Share: (5 minutes)

- The teacher encourages the students to think about the Islamic Concept of Religion and discuss their information in pairs and groups making use of some clues.

#### Instructions:

- **Think:** Ask students to spend 2 minutes thinking about the Islamic concept of religion
  - **Pair:** Have students paired to discuss their thoughts for 1 minutes.
  - **Share:** Some students share their discussions with the class in 2 minutes. Write key points on the board to highlight different perspectives and common themes.
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### Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about “The Islamic Concept of Religion”.

#### Instructions:

- Begin with a discussion about "What the word 'Islam' means".
- Encourage students to share their thoughts and ideas.

- Write key points on the board to refer back to during the lesson.

### Reading and Explanation (15 minutes)

**Objective:** Introduce some thoughts and information about the Islamic concept of religion.

**Instructions:**

- Read the provided text about the Islamic concept of religion aloud.
- Explain the meaning of Islam.
- Discuss the source of religion.

### Activities (10 minutes)

**Objective:** Reinforce students understanding through guiding practice.

**Instructions:**

**A. Circle the right choice:**

- Tell the students to read through the gap sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers as a class.

**Answers**

1. d) religion    2. a) Prophets    3. d) The Creator  
4. a) submit    5. b) path

**B. Write [T] for true statements and [F] for false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

**Answers**

1. F    2. T    3. T    4. F    5. T

**C. Using words from the following box, complete the sentences, one word each:**

- 1 Tell the students to read through the gapped sentences carefully.
- 2 Explain that they must choose the correct words. They can do this individually or in pairs.
- 3 Ask them to refer to the text if they need further help.
- 4 Check answers as a class.

**Answers**

1. ordained
2. believes
3. submit
4. forbids
5. legislated

**D. Answer the following Questions:**

- Tell the students to look at the question and write down a few notes for the answer.
- Invite some students to share their answers with the class.
- Write their ideas on the board.

**Answers**

1. A true religion should be divine because anything created by humans is bound to have faults.
2. Divine religions call us to believe in Allah (GBTH) and His messengers, abiding by His rulings and avoiding what He forbids.
3. To be true Muslims, people are to believe in the prophet Muhammad (PBUH).

**E. Translation:**

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- select the most appropriate vocabulary in the target language
- use the grammatical structure of the target language

- compose that meaning in the target language
- make final edits to further refine and “polish” the translated text
- confirm they haven’t missed or misinterpreted any content

### Answers

#### Translate the following into Arabic.

- ينظم الاسلام حياة الإنسان على جميع المستويات؛ الفردي والاجتماعي، والاقتصادي،  
والسياسي والروحي.

#### Translate the following into English.

- Religion includes all the aspects of human in life and in the Hereafter.

#### F. Capstone project:

In groups of 3-5 students, present to the class the (Islamic Concept of Religion) using innovative posters.

#### Pair Work (5 minutes)

#### Dictionary Use (5 minutes)

**Objective:** Enhance student understanding through pair work.

#### Dictionary Use

- Put students into pairs and provide a list of unfamiliar vocabulary.
- Each pair looks up definitions in the dictionary and writes them in their own words.
- Pairs discuss and ensure both partners understand each term.

#### Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

#### Instructions:

- Assign students to write a short essay about “The Islamic Concept of Religion”.



## Unit 2

# Articles of Faith

Belief in Allah

Belief in His Books

Belief in the Resurrection

Belief in His Prophets

Belief in His Angels

Belief in the Qadar (Divine Decree)

### UNIT OBJECTIVES

**At the end of this unit, students should be able to:**

- ◆ Value the core beliefs in Islam, including monotheism, the existence of angels, noble books, prophets, the Last Day, and divine decree.
- ◆ Identify the key concepts and dimensions of faith in Islam, such as belief in Allah (GBTH), angels, noble books, messengers, the Last Day, and divine design.
- ◆ Demonstrate the characteristics and purposes of Islamic teachings, such as the roles of prophets and messengers and the significance of noble books.
- ◆ Develop translation skills to accurately convey religious concepts and terminology using appropriate jargon vocabulary.
- ◆ Create visual presentations to effectively communicate the "Articles of Faith" in Islam and other related religious concepts.

## Unit 2: Articles of Faith

### Lesson 1: The Existence and Oneness of Allah

#### Intended Learning Outcomes (ILOs):

##### Affective

- Value the idea of believing in monotheism.

##### Cognitive

- Identify the concept of faith in Islam.
- Recognize what is meant by belief in Allah.

##### Psychomotor

- Translate some sentences about the dimensions of religion using the proper vocabulary.

#### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

#### Notes for the Teacher

- Encourage discussions about the articles of faith.
- Ensure that students understand the importance of learning about the existence and oneness of Allah.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

## Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: Dictionary Use (5 minutes)
  5. Closure/assessment (5 minutes)
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## Lesson Plan Details

### Warming-up (5 minutes)

#### Agree-Disagree Line (5 minutes)

**Objective:** Engage students in physical and reflective activities to express their views on the life of the Prophet (PBUH).

#### Instructions:

- **Statement:** Read a statement related to religion, such as “the articles of faith that Muslims should believe in.”
- **Positioning:** Ask students to work in pairs and groups.
- **Share:** Ask students to explain their reasoning. Encourage a few students from each pair or group to share their thoughts.
- **Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives about the first article of faith.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the first article of faith.

#### Instructions:

- Begin with a discussion about “the article of faith.”
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
-

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about the first article of faith.

**Instructions:**

- Read the text about the existence and oneness of Allah aloud.
- Explain the cornerstone of faith.
- Discuss the meaning of monotheism.

**Key Points to Cover:**

- Faith in Islam
- Monotheism
- Belief in Allah

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the Right Choice:**

- Ask students to circle the correct answers. Then, they can discuss their answers.
- Tell the students to read through the gapped sentences carefully.
- Explain that students have to choose the correct words. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

- 1.c) cornerstone      2. a) The Angels      3. c) worship  
4. a) partnership      5. c) presence

**B. Write [T] for true statements and [F] for false ones:**

- 1 Read through the statements as a class.
- Check understanding.

- Ask students to read the text again.
- Tell Students that they should try to remember, or make a note of, why the false sentences are false.
- Go through the exercise with the class.

### Answers

1. T      2. T      3. F      4. T      5. F

### C. Match the words with their meanings:

- 1 Tell the students to read through the words carefully before trying to match them.
- 2 Students may need to reread the text and check their dictionary.
- 3 Put them in pairs to compare their answers.
- 4 Check answers as a class.

### Answers

1. c      2. e      3. a      4. b      5. d

### D. Answer the following questions:

- Discuss these questions in pairs.
- Put students in pairs to discuss the questions.
- Tell the students to look at the question and write down a few notes for the answer.
- Ask three or four pairs to report their answers to the class.
- Write their ideas on the board.

### Answers

1. Faith is to believe in Allah (GBTH), His Angels, His Books, His Messengers, the Last Day, and the Divine Decree, both good and bad.
2. It's the belief that there is only one true God.

3. To properly believe in Allah (GBTH), one needs to believe in the existence and oneness of Allah (GBTH) and that He is the Lord and the Creator who controls the whole universe.

### E. Translation:

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- keep the meaning of that text in mind
- select the most appropriate vocabulary in the target language
- use the grammatical structure of the target language
- compose that meaning/message in the target language
- make sure the new text is worded in a natural way
- make final edits to further refine and “polish” the translated text
- confirm they haven’t missed any content or misinterpreted any meaning

### Answers

#### -Translate the following into Arabic.

تدور كل المعتقدات والممارسات الإسلامية على الإيمان الصحيح بالله تعالى.

#### - Translate the following into English.

- Belief in Allah is the most important pillar of faith, and its most important condition is the belief in the six pillars.

### 4. Pair Work (5 minutes)

#### Dictionary Use (5 minutes)

**Objective:** Enhance understanding through the following Instructions:

- Each pair creates a list of ideas with (Articles of Faith) as the central idea.

- Branches should include key terms with sub-branches-related ideas.
- Pairs present their list of ideas to the class.

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### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about the articles of faith.
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### Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding.
  - **Presentations:** Assess clarity and comprehension through discussion or presentations.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
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## Lesson 2: Belief in the Existence of Angels

### Intended Learning Outcomes (ILOs):

#### Affective

- Value believing in angels.

#### Cognitive

- Identify the concept of believing in Angels.
- List the characteristics of angels in Islam.

#### Psychomotor

- Translate some sentences about the angels using the proper vocabulary.

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage respect during discussions about belief in the existence of angels.
- Ensure that students understand the importance of learning about angels.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

### Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)

3. Activities (20 minutes)
  4. Pair Work: **Quick Write** (5 minutes)
  5. Closure/assessment (5 minutes)
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## Lesson Plan Details

### Warming-up (5 minutes)

#### Quick Write (5 minutes)

**Objective:** Get students to articulate their thoughts about the second article of faith.

#### Instructions:

**Prompt:** Ask students to write a sentence in response to the second article of faith which is to believe in angels

**Share:** After writing, ask a few volunteers to read their sentences aloud.

**Discuss:** Facilitate a brief class discussion based on the students' responses, emphasizing the diversity of thoughts and experiences.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the second article of faith which is to believe in angels.

#### Instructions:

- Begin with a discussion about “the existence of angels.”
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
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### 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about the nature of angels.

**Instructions:**

- Read the provided text about the existence of angels aloud.
- Explain how to believe in angels.
- Discuss the different roles of angels.

**Key Points to Cover:**

- Belief in Angels
- Characteristics of Angels
- Roles of Angels
- The Archangel Gabriel (Jibril)

**3. Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the Right Choice:**

- Read the text again and choose the correct words.
- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1. a) purpose    2. a) marry    3. d) different  
4. d) deeds    5. b) Gabriel

**B. Write [T] for true statements and [F] for false ones:**

- Read again. Are these sentences true (T) or false (F)? Correct the false sentences
- Read through the statements as a class.

- Check understanding.
- Ask students to read the text again.
- Tell Students that they should try to remember, or make a note of, why the false sentences are false.
- Go through the exercise with the class.

### Answers

1. F      2. T      3. F      4. T      5. T

### C. Using words from the following box, complete the sentences, one word each:

1. angels    2. gender    3. heaven    4. hell    5. naked eye

### D. Answer the following Questions:

- Tell the students to read through the questions carefully.
- Give the students time to read through the questions.
- Explain that they will need to look through the text again to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

### Answers

1. Angels were created from light.
2. They cannot be seen by the human's naked eye. They are created

from light. They have no gender. They have wings that differ in number. They also do not sleep, eat, or suffer from illnesses.

3. They are created to worship Allah (GBTH).

### **E. Translation:**

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- select the most appropriate vocabulary in the target language
- use the grammatical structure of the target language
- compose that meaning in the target language
- make final edits to further refine and “polish” the translated text
- confirm they haven’t missed any content or misinterpreted any meaning

**-Translate the following into Arabic.**

إن الإيمان بالملائكة هو أحد أركان الإيمان.

**- Translate the following into English.**

Angels are created by Allah (GBTH). Allah (GBTH) created them from light.

## **4. Pair Work (5 minutes)**

### **Four Corners Debate (5 minutes)**

**Objective:**

Engage students in a dynamic discussion about the second article of faith which is to believe in angels.

**Instructions:**

**Statement:** Present a statement, such as " the second article of faith is to believe in angels."

**Corners:** Label each corner of the room with "angels' names," "angels' jobs," "angels' creations," and "more information."

**Positioning:** Ask students to move to the corner that best represents their ideas.

**Share:** Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about the belief in angles.
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### Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension in mind map presentations.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
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## Lesson 3: Belief in the Divine Books

### Intended Learning Outcomes (ILOs):

#### Affective

- Value believing in the Divine Books.

#### Cognitive

- Develop the list of the divine Books.
- Delineate the purposes of the divine Books.

#### Psychomotor

- Translate some sentences about the divine Books using the proper vocabulary.

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage respect during discussions about belief in the Divine Books.
- Ensure that students understand the importance of learning about the Divine Books.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

### Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)

3. Activities (20 minutes)
  4. Pair Work: Jigsaw Reading (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

The teacher can apply the following technique:

#### Jigsaw Reading (5 minutes)

**Objective:** Enhance understanding through Reading silently.

#### Instructions

- Divide the reading passage into paragraphs.
  - Divide the class into groups. Three groups read silently to make comments. The other three groups read silently to write questions.
  - Hold a class discussion.
  - Appoint other groups to summarize the passage.
- 

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the third article of faith which is to believe in the Divine Books.

#### Instructions:

- Begin with a discussion about: the Divine Books.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
- 

### 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about believing in the Divine Books.

#### Instructions:

- Read the provided text about the Divine Books aloud.
- Explain how to believe in the Divine Books.

- Discuss the importance of Divine Books.

### Key Points to Cover:

- Belief in Divine Books
- Characteristics of Divine Books
- The importance of Divine Books

### 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

#### A. Circle the Right Choice:

- Read the text again and choose the correct words.
- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Then they can discuss their answer.
- Check answers as a class.

#### Answers

1. c) recite and follow                      2. c) directions  
3. a) miracle                      4. c) mercy                      5. d) stick

#### B. Write [T] for true statements and [F] for false ones:

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell students that they should try to remember, or make a note of, why the false sentences are false.
- Ask students to correct the false sentences
- Go through the exercise with the class.

**Answers**

1. T      2. T      3. F      4. F      5. F

**C. Match the words with their meanings:**

- Tell the students to read through the words carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

**Answers**

1. d      2. e      3. a      4. b      5. c

**D. Answer the following Questions:**

- Tell the students to read through the questions carefully.
- Explain that they will need to look through the text again to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

**Answers**

1. The belief in the Divine Books includes the belief that the Noble Qur'ān is the final revelation from Allah (GBTH) to His Prophet Muhammad (PBUH).

2. The Divine Books are: 1- Scrolls (Suhof) 2- Psalms (Zaboor) 3- The

Torah (Tawrah) 4-The Gospel (Injeel)

5-The Noble Qur'ān.

3. The Qur'ān challenges humankind to produce something like it.

### **E. Translation:**

(Any relevant proper answer for the question is accepted).

Before translation, ask students to:

- keep the meaning of that text in mind
- select the most appropriate vocabulary in the target language
- use the grammatical structure of the target language
- compose that meaning in the target language
- make sure the new text is worded in a natural way
- make final edits to further refine and “polish” the translated text
- confirm they haven't missed any content or misinterpreted any meaning

**Translate the following into Arabic.**

- يجب على المسلمين أن يتبعوا القرآن لأنه خاتم رسالات السماء، ويعملون على تطبيق أحكامه في حياتهم اليومية.

**Translate the following into English.**

- The Noble Qur'ān is the book of Allah (GBTH), which He revealed to His Messenger (PBUH) within 23 years.

## **4. Pair Work (5 minutes)**

### **Picture Prompt**

**Objective:** Stimulate thinking and discussion about **(the Divine Books)** through visual aids.

### **Instructions:**

- Show: Display a thought-provoking image related to (the Divine

Books).

- **Reflect:** Give students 2 minutes to silently reflect on the image and jot down their thoughts.
- **Discuss:** Pair students up to discuss their reflections.
- **Share:** Invite pairs to share their discussions with the class.  
Highlight the various interpretations and perspectives.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about the belief in the Divine Books.

---

### Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension through discussion or presentations.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

## Lesson 4: Belief in Allah's Messengers

### Intended Learning Outcomes (ILOs):

#### Affective

- Value believing in Allah's prophets and messengers.

#### Cognitive

- Differentiate between the prophets and messenger.
- Delineate the messages of the prophets and messengers.
- Mention from the divine Qur'ān what supports that the prophet Muhammad is the seal prophet.

#### Psychomotor

- Translate some sentences about the messengers using the proper vocabulary.

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage respect during discussions about belief in the Divine Books.
- Ensure that students understand the importance of learning about Allah's prophets and messengers.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

## Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)
4. Pair work: Word Association (5 minutes)
5. Closure/assessment (5 minutes)

---

## Lesson Plan Details

### Warming-up (5 minutes)

Word Association (5 minutes)

- **Objective:** Enhance vocabulary related to ‘The fourth article of faith is to believe in Allah’s prophets and messengers

### Word Association

- Provide students with a list of key words, such as prophet, messenger,....
- In pairs, students come up with words or phrases they associate with each term.
- Pairs share their associations and discuss how they relate to the key terms.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the fourth article of faith which is to believe in Allah’s prophets and messengers.

### Instructions:

- Begin with a discussion about: Allah’s Prophets and Messengers.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
-

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about believing in Allah's prophets and messengers.

**Instructions:**

- Read the provided text about Allah's prophets and messengers aloud.
- Explain how to believe in Allah's prophets and messengers.
- Discuss how the roles of Allah's prophets and messengers.

**Key Points to Cover:**

- Belief in Angles
- Characteristics of Allah's Prophets and Messengers
- Roles of Allah's Prophets and Messengers

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the Right Choice:**

- Tell the students to read through the gapped sentences carefully.
- Explain that they must choose the correct words to complete them. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1.a) guide                      2. b) believe                      3. b) the same                      4. b)  
mankind                      5. d) monotheism

**B. Write [T] for true statements and [F] for false ones:**

- Read the text again and write True (T) or false (F)

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

### Answers

1. T      2. F      3. F      4. T      5. T

### C. Using the words in the box, complete the following sentences, one word each:

- Tell the students to read through the questions carefully.
- Give the students time to read through the gap sentences.
- Explain that they will need to look through the text again to find the correct word(s).
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

### Answers

1. prophet/messenger    2. Polytheism    3. divine    4. Monotheism

### D. Answer the following questions:

- Discuss these questions in pairs.
- Put students in pairs to discuss the questions.
- Tell the students to look at the question and write down a few notes for the answer.
- Ask three or four pairs to report their answers to the class.

- Write their ideas on the board.

### Answers

1. All the prophets' messages the same because they were sent by the same God---- Allah (GBTH).
2. The prophets and messengers were sent to their people.
3. Monotheism is to believe in only one God while polytheism means to believe in more than on God.

### E. Translation:

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- keep the meaning of that text in mind
- select the most appropriate vocabulary in the target language
- use the grammatical structure of the target language
- make final edits to further refine and “polish” the translated text
- confirm they haven't missed or misinterpreted any content

### Answers

**-Translate the following into Arabic.**

- يؤمن الرسل جميعًا بنفس الحقائق ويدعون إلى نفس السبيل وهو وحدانية الله.

**Translate the following into English.**

- Allah (GBTH) sent the Messengers to guide people from the darkness of polytheism to the light of monotheism.

### 4. Pair Work (5 minutes)

**Silent Discussion (5 minutes)**

**Objective:** Allow students to express their information about (Allah's prophets and messengers).

**Instructions:**

- **Question:** Write a thought-provoking question about (Allah's prophets and messengers).
- **Respond:** Give students markers and ask them to write their responses around the question.
- **Review:** After a few minutes, read and discuss the various responses as a class.

---

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about the belief in Allah's prophets and messengers.

---

### Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension in mind map presentations.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 5: Belief in the "Last Day"****Intended Learning Outcomes (ILOs):****Affective**

- Value believing in the Last Day.

**Cognitive**

- Depict what is meant by the Last Day.
- Demonstrate the idea of immortality in Islam.

**Psychomotor**

- Translate some sentences about the Last Day using the proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

**Notes for the Teacher**

- Encourage respect during discussions about belief in the Last Day.
- Ensure that students understand the importance of learning about the Last Day.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

**Lesson Plan Overview**

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)

3. Activities (20 minutes)
4. Pair Work: Agree-Disagree Line (5 minutes)
5. Closure/assessment (5 minutes)

---

## Lesson Plan Details

### Warming-up (5 minutes)

The teacher can apply the following technique:

#### Agree-Disagree Line (5 minutes)

**Objective:** Engage students in a physical and reflective activity to express their ideas about The Last Day.

**Instructions:**

1. **Statement:** Read a statement related to religion, such as ‘The fifth article of faith is to believe in the Last Day’.
2. **Positioning:** Ask students to work in pairs and groups.
3. **Share:** Ask students from different points on the line to explain their ideas. Encourage a few students from each pair or group to share their thoughts.
4. **Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives about the fifth article of faith.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the fifth article of faith which is to believe in the Last Day.

**Instructions:**

- Begin with a discussion about: the Last Day.
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer back to during the lesson.

---

### 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about believing in the Last Day.

**Instructions:**

- Read the provided text about the Last Day aloud.
- Explain how to believe in the Last Day.
- Discuss the signs of the Last Day.

**Key Points to Cover:**

- Belief in Angels
- Characteristics of the Last Day
- Signs of the Last Day

**3. Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the Right Choice:**

**Read the article again and choose the correct words.**

- Tell the students to read through the gapped sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers as a class.

**Answers**

1. d) Judgement      2. a) essential      3. a) everlasting  
4. a) obey              5. c) bridge

**B. Write [T] for true statements and [F] for false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class.

**Answers**

1. F      2. T      3. F      4. T      5. T

**C. Match the words with their meanings:**

- Tell the students to read through the words carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

**Answers**

1. d      2. c      3. a      4. e      5. b

**D. Answer the following Questions:**

- Tell the students to discuss the questions in pairs.
- Encourage them to use the language from the reading text to give their opinions.
- You may want to do an example with one of the pairs to demonstrate the idea.
- Continue the discussion with the whole class.

**Answers**

1. The "Last Day" has some other names, such as The Hereafter, the Day of Judgment and the Day of Resurrection.

2. The belief in the "Last Day" guides the actions and deeds of humans in world life as they will be questioned for everything they have said or done.

3. Each one will receive their own "Records" on the "Last Day".

### E. Translation:

(Any relevant proper answer for the question is accepted).

- Keep the meaning of that text in mind
- Select the most appropriate vocabulary in the target language
- Use the grammatical structure of the target language
- Make sure the new text is worded in a natural way
- Confirm they haven't missed any content or misinterpreted any meaning

### Answers

**Translate the following into Arabic:**

إن الإيمان بالبعث والنشور هو شئ مشترك بين الأديان السماوية الثلاث: اليهودية والمسيحية والإسلام.

**Translate the following into English.**

People's deeds will be weighed on the Day of Judgment; those whose good deeds outweigh their bad deeds will merit Heaven.

## 4. Pair Work (5 minutes)

### Dictionary Use (5 minutes)

**The teacher can apply the following technique:**

**Objective:** Enhance understanding through the following:

- Each pair creates a list of vocabulary with (the Last Day) as the central idea.
- Branches should include key terms with sub-branches related ideas.
- Pairs present their list of vocabulary to the class.

## 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about “believing in the Last Day.”
- 

**Assessment**

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension in through discussion and presentations.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

## Lesson 6: The Divine Decree

### Intended Learning Outcomes (ILOs):

#### Affective

- Value believing in the Divine Decree.

#### Cognitive

- Identify the concept of believing in the Divine Decree.
- Understand the Divine Decree in Islam.

#### Psychomotor

- Translate some sentences about the Divine Decree using the proper vocabulary.
- Develop a PowerPoint presentation about the “Articles of Faith.”

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack of the text: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage discussions about belief in the Divine Books.
- Ensure that students understand the importance of learning about the Divine Decree.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

### Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)

2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: **Quick Write** (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### Quick Write (5 minutes)

**Objective:** Get students to articulate what they know about Abū Dharr (APWH).

#### Instructions:

**Prompt:** Ask students to write a sentence in response to the prompt: as “the sixth article of faith is to believe in the Divine Decree.”

**Share:** After writing, ask a few students to read their sentences aloud.

**Discuss:** Facilitate a brief class discussion based on the students' responses, emphasizing the modeling of the Prophet companions.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the sixth article of faith which is to believe in the Divine Decree.

#### Instructions:

- Begin with a discussion about: “the Divine Decree.”
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
- 

### 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about believing in the Divine Decree.

**Instructions:**

- Read the provided text about the Divine Decree aloud.
- Explain how to believe in the Divine Decree.
- Discuss how to implement belief in the Divine Decree.

**Key Points to Cover:**

- Belief in the Divine Decree
- Characteristics of the Divine Decree

**3. Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the Right Choice:**

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the gapped sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers.

**Answers**

1. b) regulated      2. d) confirms      3. d) a, b, and c  
4. c) date of Doomsday      5. d) everything

**B. Write [T] for true statements and [F] for false ones:**

- 1 Read through the statements as a class, checking understanding.
- Tell students that they may need to read the text again.
- Students should try to remember, or make a note of, why the false sentences are false.
- Tell students to try to correct the false sentences
- Students should try to correct the false sentences.

**Answers**

1. F      2. T      3. T      4. T      5. F

**C. Using the words in the box, complete the following sentences, one word each:**

- Tell the students to read through the sentences carefully.
- Give the students time to decide their answers.
- Explain that they will need to look through the text again to find the correct word(s).
- Ask them to reflect on themselves.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

**Answers**

1. All-Knowing      2. Gratitude      3. contradict  
4. Predetermined      5. livelihoods

**D. Answer the following Questions:**

- Discuss this question with a partner.
- Read the question with the class and allow students a few minutes to discuss their ideas in pairs.
- Ask the pairs to report back to the class and compare their answers.

**Answers**

1. The articles of faith are to believe in the oneness of Allah (GBTH), the prophets and messengers, the divine books, the angels, the Day of Judgment, and the divine decree.

2. Allah (GBTH) has written everything that will occur in this life in the "Preserved Tablet". This includes life spans, the destiny, and the livelihood of each person.

3. Allah's will implies that Allah (GBTH) controls everything that happens on earth or in the Heavens.

### Translation:

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- keep the meaning of that text in mind
- select the most appropriate vocabulary in the target language
- compose that meaning in the target language
- make sure the new text is worded in a natural way
- confirm they haven't missed any content or misinterpreted any meaning

### Answers

**Translate the following into Arabic.**

لا يمكن للفرد أن يدعي الايمان ولا يقدم أعمالاً تبرهن عن إيمانه.

**Translate the following into English.**

- Nothing occurs in the universe except what Allah (GBTH) wills.

### 4. Pair Work (5 minutes)

**Word Association (5 minutes)** Objective: Encourage students to think about the value of being modest.

**Instructions:**

- Prompt: Write the phrase (the Divine Decree) on the board.
- Respond: Ask students to quickly write down the first word or phrase that comes to mind when they think of that.

- **Pair:** Have students pair up to share and compare their responses.
- **Share:** Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about the belief in the Divine Decree.

---

**Assessment**

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-



## Pillars of Islam



### UNIT OBJECTIVES

**At the end of this unit, students should be able to:**

- ◆ Appreciate the significance of the Five Pillars of Islam: Shahāda, prayer, almsgiving, fasting, and pilgrimage.
- ◆ Identify the key concepts and implications of each pillar.
- ◆ Cite the Noble Qur'ān verses and the Prophet's Hadīth/s to support the value of Islamic practices.
- ◆ Translate sentences about Islamic practices using proper jargon vocabulary.
- ◆ Develop presentations and posters to communicate the significance of Islamic practices.

## Unit 3 Pillars of Islam

### Lesson 1: The Profession of Faith (*Shahāda*)

#### Intended Learning Outcomes (ILOs):

##### Affective

- Value the Profession of Faith.

##### Cognitive

- Demonstrate the pillars of Islam.
- Identify what is meant by the concept of *Shahāda*.
- Depict what the implications of *Shahāda* are.

##### Psychomotor

- Translate some sentences about the Profession of Faith using the proper vocabulary.

#### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual / pair / group work.
- Soundtrack: The soundtrack of the lesson.

#### Notes for the Teacher

- Encourage respect during discussions about belief in the Divine Books.
- Ensure that students understand the importance of learning about the Profession of Faith.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

## Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)
4. Pair Work: **Silent Discussion** (5 minutes)
5. Closure/assessment (5 minutes)

---

## Lesson Plan Details

### Warming-up (5 minutes)

#### Agree-Disagree Line (5 minutes)

**Objective:** Engage students in a physical and reflective activity to express their ideas about the Profession of Faith.

**Instructions:**

1. **Statement:** Read a statement related to religion, such as the First pillar of Islam is to utter and perceive “the Profession of Faith.”
2. **Positioning:** Ask students to work in pairs and groups.
3. **Share:** Ask students from different points on the line to explain their ideas. Encourage a few students from each pair or group to share their thoughts.
4. **Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives about The First pillar of Islam.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the first pillar of Islam.

**Instructions:**

- Begin with a discussion about: the Profession of Faith.
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer back to during the lesson.

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about the Profession of Faith.

**Instructions:**

- Read the provided text about the Profession of Faith aloud.
- Explain how to believe in the Profession of Faith.
- Discuss how to apply the Profession of Faith.

**Key Points to Cover:**

- The Profession of Faith
- Characteristics of the Profession of Faith
- Roles and components of the Profession of Faith

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

### A. Circle the Right Choice:

**Complete these sentences with the correct word.**

- 1 Tell the students to read through the gapped sentences carefully.
- 2 Explain that they must complete them using the correct word. They can do this in pairs or groups.
- 3 Ask them to refer to the text if they need further help.
- 4 Check answers as a class.

### Answers

1. b) must    2. c) pillar    3. b) last    4. a) embracing    5. a) sake

### B. Write [T] for true statements and [F] for false ones:

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class.

## Answers

1. T          2. T          3. T          4. F          5. T

### C. Answer the following Questions:

- Students Discuss the question in pairs.
- Tell the students to look at the question and write down a few notes for the answer.
- Put students in pairs to discuss the questions.
- Invite some students to share their answers with the class.
- Write their ideas on the board.

## Answers

1. Shahāda is the most sacred statement in Islam because it indicates monotheism, the belief in One God.
2. Monotheism is the central tenet of the Islamic faith.
3. It marks someone's embracing of Islam when uttered by a non-Muslim.

### D. Using the words in the box, complete the following sentences, one word each:

- Put the students into pairs.
- Tell the students to read through the sentences carefully before trying to complete them.
- Tell them to read through the sentences and think about their answers again.
- Put them in groups to compare their answers.
- Ask some students to share their answers with the class.
- Check answers as a class.

**Answers**

1. oneness    2. testament/seal    3. worship    4. peace

**E. Translation:**

(Any relevant proper answer for the question is accepted).

- keep the meaning of that text in mind
- select the most appropriate vocabulary in the target language
- use the grammatical structure of the target language
- compose that meaning in the target language
- make sure the new text is worded in a natural way
- make final edits to further refine and “polish” the translated text
- confirm they haven’t missed any content or misinterpreted any meaning

**Answers**

- Translate the following into Arabic.

- كل ما يعبد من دون الله من وثن أو حجر أو شجر آلهة باطلة.

- Translate the following into English.

The testimony of faith is the cornerstone of religion, and all acts of worship revolve around it.

**4. Pair Work (5 minutes)****Silent Discussion (5 minutes)**

**Objective:** Allow students to express their thoughts about “The Profession of Faith”.

**Instructions:**

- Question: Write a thought-provoking question about “The Profession of Faith”.
- Respond: Ask students to write their responses around the question.

- Review: After a few minutes, read and discuss the various responses as a class.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about the belief in “The Profession of Faith.”

---

### Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension through introducing presentations.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 2: Prayer (Ṣalā)****Intended Learning Outcomes (ILOs):****Affective**

- Value observing prayer.
- Value the significance of performing prayer Islam.

**Cognitive**

- Demonstrate the link between the worshiper and Allah.
- Verify the value of prayer from the Qur'ān and the Prophet's Hadīth.

**Psychomotor**

- Translate some sentences about prayer using the proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

**Notes for the Teacher**

- Encourage respect during discussions about belief in the Divine Books.
- Ensure that students understand the importance of learning about observing prayer.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

**Lesson Plan Overview**

1. Warm-up and pre-reading discussion (about 5 minutes)

2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work **Silent Discussion** (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### Silent Discussion (5 minutes)

**Objective:** Allow students to express their thoughts about the second pillar of Islam is “observing prayer.”

#### Instructions:

1. Question: Write a thought-provoking question about the second pillar of Islam is “observing prayer.”
2. Respond: Ask students to write their responses around the question.
3. Review: After a few minutes, read and discuss the various responses as a class.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the second pillar of Islam.

#### Instructions:

- Begin with a discussion about: observing prayer.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
- 

### 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about observing prayer.

#### Instructions:

- Read the provided text about observing prayer aloud.
- Explain how to believe in observing prayer.
- Discuss how to apply observing prayer.

**Key Points to Cover:**

- Value of prayer.
- Characteristics of observing prayer
- Reward of observing prayer

**3. Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

**A. Match to make complete sentences:**

- 1 Tell the students to read through the gapped sentences carefully.
- 2 Explain that they must choose the correct words to complete them. They can do this individually or in pairs.
- 3 Students can reflect on themselves before discussing their answers.
- 4 Ask them to refer to the text if they need further help.
- 5 Check answers as a class.

**Answers**

1. c      2. d      3. b      4. e      5. a

**B. Write [T] for true statements and [F] for false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

**Answers**

1. T      2. F      3. F      4. T      5. F

**C. Answer the following questions**

- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text.
- Put them in pairs to compare their answers.
- Check answers as a class.

**Answers**

1. Prayers occupy the key position in practical devotion as it is the distinctive feature of a believer. It indicates who is a true believer and who is not and it protects the individual from all sorts of sins and vices.
2. A believer renews his/her covenant with Allah (GBTH).
3. Muslims seek Allah's (GBTH) guidance, forgiveness, and satisfaction.

**D. Complete the following table:**

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

Noun	Adjective	Adverb	Verb
temptation	tempting	temptingly	Tempt
submission	submissive	submissively	Submit
communication	communicative	communicatively	communicate
observance	observant	observably	observe
obedience	obedient	obediently	Obey

**E. Translation:**

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- Keep the meaning of that text in mind
- Select the most appropriate vocabulary in the target language
- Use the grammatical structure of the target language
- Make sure the new text is worded in a natural way
- Make final edits to further refine and “polish” the translated text.
- Confirm they haven’t missed any content or misinterpreted any meaning.

**Answers****- Translate the following into Arabic:**

إن الصلاة تحمي الإنسان من كل أنواع الحقد والكراهية والردائل وذلك من خلال الوقوف بين يدي خالقه خمس مرات يوميًا.

**-Translate the following into English:**

- Prayer is a link between the servant and his Lord without intermediaries.

**4. Pair Work (5 minutes)****Picture Prompt**

**Objective:** Stimulate thinking and discussion about (**Observing prayer**) through visual aids.

**Instructions:**

- Show: Display a thought-provoking image related to (Observing prayer).
- Reflect: Give students 2 minutes to silently reflect on the image and jot down their thoughts.

- Discuss: Pair students up to discuss their reflections.
- Share: Invite pairs to share their discussions with the class.  
Highlight the various interpretations and perspectives.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about “Observing prayer.”

---

**Assessment**

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension in mind map presentations.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

## Lesson 3: Obligatory Almsgiving (Zakā)

### Intended Learning Outcomes (ILOs):

#### Affective

- Value the significance of Almsgiving in Islam.

#### Cognitive

- Demonstrate the purpose of Almsgiving in Islam.
- Identify the link between Almsgiving and social solidarity.
- Verify the value of performing Almsgiving from the Noble Qur'ān and the Prophet's Hadīth.

#### Psychomotor

- Translate some sentences about Almsgiving using the proper vocabulary.

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage respect during discussions about belief in the Divine Books.
- Ensure that students understand the importance of learning about the obligatory almsgiving (Zakā).
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

## Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: **Silent Discussion** (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

The teacher can apply the following technique:

#### Silent Discussion (5 minutes)

**Objective:** Allow students to express their thoughts on ‘the third pillar of Islam is the obligatory almsgiving (Zakā)’.

#### Instructions:

1. Question: Write a thought-provoking question about almsgiving.
  2. Respond: Give students markers and ask them to write their responses around the question.
  3. Review: After a few minutes, read and discuss the various responses as a class.
- 

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the third pillar of Islam.

#### Instructions:

- Begin with a discussion about: the obligatory almsgiving (Zakā).
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
-

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about the obligatory almsgiving (Zakā).

**Instructions:**

- Ask some students to read the provided text about the obligatory almsgiving (Zakā) aloud.
- Explain how to believe in the obligatory almsgiving (Zakā).
- Discuss how to apply the obligatory almsgiving (Zakā).

**Key Points to Cover:**

- Obligatory almsgiving
- Characteristics of the obligatory almsgiving (Zakā)
- Roles of the obligatory almsgiving (Zakā)

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the Right Choice:**

- Read the article again and choose the correct words.
- Ask students to circle the correct answers. Then they can discuss their answer. (Per assessment)
- Tell the students to read through the gapped sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers as a class.

**Answers**

1. obligatory    2. purified    3. belong    4. trust    5. prescribed

**B. Write [T] for true statements and [F] for false ones:**

- Read through the sentences with the class.

- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

### Answers

1. F      2. F      3. F      4. T      5. F

### C. Answer the following Questions:

- Tell the students to discuss the questions in pairs.
- Encourage them to use the language from the reading text to give their opinions.
- You may want to do an example with one of the pairs to demonstrate the idea.
- Continue the discussion with the whole class.

### Answers

1. Zakā is a manifestation of faith in that it affirms that Allah (GBTH) is the sole owner of everything in the universe.
2. Zakā narrows the gaps between social classes. It purges the soul of the rich from selfishness, and the soul of the poor from envy.
3. By means of Zakā, one directly fulfils the needs of others.

### D. Match:

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentences.
- Check answers.

**Answers**

1. c      2. d      3. a      4. e      5. b

**E. Translation:**

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

1. Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

**Answers**

**Translate the following into Arabic.**

الزكاة هي قرينة يتقرب بها المؤمن إلى ربه بمساعدة الفقراء والمساكين في قضاء جزء من حوائجهم.

**Translate the following into English.**

- Wealth is Allah's (GBTH) wealth, and we have it in trust.

**4. Pair Work (5 minutes)****Quick Write (5 minutes)**

**Objective:** Get students to articulate their thoughts about (The obligatory almsgiving (Zakā)).

**Instructions:**

- **Prompt:** Ask students to write a sentence in response to the prompt: "(The obligatory almsgiving (Zakā)) purifies wealth."
- **Share:** After writing, ask a few students to read their sentences aloud.
- **Discuss:** Facilitate a brief class discussion based on the students' responses, emphasizing Islam promotes cooperation in every aspect of life.

## 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about the belief in the obligatory almsgiving (Zakā).

---

**Assessment**

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Discussions:** Assess clarity and comprehension via Inquiry based learning.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

## Lesson 4: Fasting (Ṣawm)

### Intended Learning Outcomes (ILOs):

#### Affective

- Value the significance of fasting in Islam.

#### Cognitive

- Identify the concept of fasting in Islam.
- Enumerate the benefits of fasting in Islam.
- Delineate the reward of fasting in Islam.
- Verify the value of fasting from the Qur'ān the Prophet's Hadīth.

#### Psychomotor

- Translate some sentences about fasting using proper vocabulary.

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage discussions about observing fasting.
- Ensure that students understand the importance of learning about observing Fasting.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

### Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)

2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: **Four Corners Debate** (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### Four Corners Debate (5 minutes)

#### Objective:

Engage students in a dynamic discussion about how the Qur'ān has outlined moral principles like justice, kindness, compassion, and honesty.

#### Instructions:

1. Statement: Present a statement, such as the fourth pillar of Islam is “observing Fasting .”
2. Corners: Label each corner of the room with “empathy,” “kindness,” “compassion,” and “righteous.”
3. Positioning: Ask students to move to the corner that best represents their opinion on the statement.
4. Share: Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the fourth pillar of Islam.

#### Instructions:

- Begin with a discussion about: observing Fasting.
- Encourage students to share their thoughts and ideas.

- Write key points on the board to refer back to during the lesson.
- 

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about observing Fasting.

**Instructions:**

- Read the provided text about observing Fasting aloud.
- Explain how to observe Fasting.
- Discuss how to apply observing Fasting.

**Key Points to Cover:**

- Fasting
- Characteristics of Observing Fasting
- Benefits of Observing Fasting

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Match to make complete sentences:**

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentences.
- Check answers.

**Answers**

Ask students to circle the correct answers. Then they can discuss their answer. (Per assessment)

1. e      2. c      3. a      4. b      5. d

**B. Write [T] for true statements and [F] for false ones:**

- Read through the statements as a class, checking understanding.

- Tell students that they may need to read the text again.
- Students should try to remember, or make a note of, why the false sentences are false.
- Students should try to correct the false sentences.

### Answers

1. F      2. T      3. T      4. T      5. F

### C. Answer the following Questions:

- Discuss this question with a partner.
- Read the question with the class and allow students a few minutes to discuss their ideas in pairs.
- Ask the pairs to report back to the class and compare their answers.

### Answers

1. Firstly, fasting is the fourth pillar of Islam. Secondly, it teaches love, sincerity, and devotion. Thirdly, it develops a sound social conscience, patience, self-denial, and willpower.

2. Fasting is supposed to heighten piety within the Muslim.

3. It makes them pure. Such purity promotes what is good and discourages what is evil.

### D. Complete the following table:

- Tell the students to read through the table carefully.
- Explain that they must complete the table with correct words. They can do this individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

The word	Antonym
sincerity	dishonesty
patience	impatience
evil	good
conscious	unconscious
appreciation	depreciation

**E. Translation:**

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- Select the most appropriate vocabulary in the target language
- Use the grammatical structure of the target language
- Make sure the new text is worded in a natural way
- Make final edits to further refine and “polish” the translated text
- Confirm they haven’t missed any content or misinterpreted any meaning

**Answers**

**Translate the following into Arabic.**

الصيام يطهر المسلمين ويقرئهم من ربهم، وينمي في الانسان الخير ويجنبه الشر.

**Translate the following into English.**

- Fasting is a shield/protection that calls for observing Allah (GBTH) in both private and public.

**4. Pair Work (5 minutes)**

**Mind mapping (5 minutes)**

**Objective:** Enhance understanding through the following instructions:

- Each pair creates a list of ideas about (Observing Fasting) as the central idea.
- Branches should include key terms with sub-branches-related ideas.
- Pairs present their lists to the class.

---

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson.

**Homework:**

- Write a short descriptive essay about the belief in observing Fasting.

---

### Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension in through discussion or presentations.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 5: Pilgrimage (Hajj)****Intended Learning Outcomes (ILOs):****Affective**

- Value the significance of pilgrimage (Hajj) in Islam.

**Cognitive**

- Demonstrate the worship of pilgrimage as a symbol of unity in Islam.
- Enumerate the lessons learnt from Pilgrimage (Hajj) in Islam.
- Identify the purpose of Pilgrimage (Hajj) in Islam.
- Verify the value of pilgrimage (Hajj).

**Psychomotor**

- Translate some sentences about pilgrimage (Hajj).
- Write a poster about pilgrimage as a symbol of unity to be published in the institute magazine.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual / pair / group work.
- Soundtrack: The soundtrack of the lesson.

**Notes for the Teacher**

- Encourage respect during discussions about performing pilgrimage.
- Ensure that students understand the importance of learning about performing Pilgrimage (Hajj).
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

## Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: **Silent Discussion** Line (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

The teacher can apply the following technique:

#### 1. Agree-Disagree Line (5 minutes)

**Objective:** Engage students in a physical and reflective activity to express their ideas about performing Pilgrimage (Hajj).

**Instructions:**

1. **Statement:** Read a statement related to religion, such as the fifth pillar of Islam is “Performing Pilgrimage (Hajj).”
2. **Positioning:** Ask students to work in pairs and groups.
3. **Share:** Ask students from different points on the line to explain their ideas. Encourage a few students from each pair or group to share their thoughts.
4. **Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives about the fifth pillar of Islam.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the fifth pillar of Islam.

**Instructions:**

- Begin with a discussion about: performing Pilgrimage (Hajj).

- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer back to during the lesson.

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about performing Pilgrimage (Hajj).

**Instructions:**

- Read the provided text about performing Pilgrimage (Hajj) aloud.
- Explain how to believe in performing Pilgrimage (Hajj).
- Discuss how to apply performing Pilgrimage (Hajj).

**Key Points to Cover:**

- Pilgrimage demonstrates Muslims' unity.
- Characteristics of performing Pilgrimage (Hajj).
- How to perform Pilgrimage (Hajj).
- The purpose of Hajj.

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the Right Choice:**

- Ask students to circle the correct answers. Then they can discuss their answer.
- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1. d) a, b, and c    2. d) water    3. a) dispute  
4. a) sacrifice    5. a) descend

**B. Write [T] for true and [F] for false:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class.

**Answers**

1. T      2. T      3. F      4. T      5. F

**C. Answer the following Questions:**

- Discuss these questions in pairs.
- Tell the students to look at the question and write down a few notes for the answer.
- Put students in pairs to discuss the questions.
- Invite some students to share their answers with the class.
- Write their ideas on the board.

**Answers**

1. At least once in a Muslim's lifetime if s/he has the physical and financial means to perform it.
2. Because they all devotedly stand before Allah (GBTH), the Almighty, in similar garments during these blessed days.
3. It encompasses every aspect of the human life.

**D. Using the words in the box, complete the following sentences, one word each:**

- **Complete these sentences with the correct word.**
- Tell the students to read through the gapped sentences carefully.
- Explain that they should choose the correct words to complete full

meaning sentences. They can do this individually or in pairs.

- Ask them to refer to the text if they need further help.
- Check answers as a class.

### Answers

1. hope    2. lifetime    3. humility    4. attain    5. aspect

### E. Translation:

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

1. Understand the source, choose the right words, use proper grammar, ensure natural flow, and double-check accuracy.

### Answers

#### Translate the following into Arabic:

- فرض الحج علي المسلم مرة واحدة في العمر إذا كان لديه القدرة الجسدية والمالية للقيام به.

#### Translate the following into English:

- Pilgrimage is worship with one's wealth, self, and time, through which Allah (GBTH) forgives sins and faults.

### 4. Pair Work (5 minutes)

#### Silent Discussion (5 minutes)

**Objective:** Allow students to express their thoughts about performing Pilgrimage (Hajj).

#### Instructions:

1. Question: Write a thought-provoking question about Performing Pilgrimage (Hajj).
2. Respond: Ask them to write their responses around the question.
3. Review: Read and discuss the various responses as a class.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson.

**Homework:**

- Write a short descriptive essay about the belief in Performing Pilgrimage (Hajj).

---

**Assessment**

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension.
  - **Homework:** Grade essays based on relevance to the topic.
-



## Unit 4

# The Sources of Shariā



### UNIT OBJECTIVES

At the end of this unit, students should be able to:

- ◆ Appreciate the significance of primary and secondary law sources in Islam.
- ◆ List the primary and secondary sources of Islamic law.
- ◆ Explain the roles of the Qur'an, Hadīth, consensus (Ijmā'), and analogical reasoning (Qiyas) as sources of Islamic law.
- ◆ Translate sentences about Islamic law using proper jargon vocabulary.
- ◆ Develop posters and mind maps to illustrate the adaptability and relevance of Islamic rulings.

## **Unit 4: The Sources of Shariā**

### **Lesson 1: Sources of Islamic Law (*Shariā*)**

#### **Intended Learning Outcomes (ILOs):**

##### **Affective**

- Value the significance of the primary law sources in Islam.

##### **Cognitive**

- List the primary law sources in Islam.
- Demonstrate the Noble Qur'ān as the first Islamic ultimate authority.

##### **Psychomotor**

- Translate some sentences about Islamic Law using proper vocabulary.

#### **Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

#### **Notes for the Teacher**

- Encourage respect during discussions about the sources of Islamic law.
- Ensure that students understand the importance of sources of Islamic law.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

## Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)
4. Pair/group work: **Think, pair, share** (5 minutes)
5. Closure/assessment (5 minutes)

---

## Lesson Plan Details

### Warming-up (5 minutes)

#### Think, pair, share (5 minutes)

**Objective:** Engage students in a physical and reflective activity to express their ideas about the sources of Islamic law.

#### Instructions:

1. **Statement:** Read a statement related to the sources of Islamic law.
2. **Positioning:** Ask students to work in pairs and groups.
3. **Share:** Ask students from different pairs and groups to express their feelings. Encourage a few students from each pair or group to share their thoughts.
4. **Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives about the sources of Islamic Law.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about the sources of Islamic Law.

#### Instructions:

- Begin with a discussion about the sources of Islamic law.
  - Encourage students to share their thoughts and ideas.
  - Write the key points on the board to refer to during the lesson.
-

## 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about what the sources of the Islamic law have in common.

**Instructions:**

- Read the provided text about the sources of Islamic law aloud.
- Explain that the sources of Islamic Law come from the two ultimate authorities.
- Discuss that the purpose of law and ethics is to ensure the well-being of the individual and the community.
- Highlight those sources of Islamic law is a part of our religion.

**Key Points to Cover:**

- The main sources of Islamic Law.
- Sources of Islamic Law is the mechanism that helps jurists.
- The two ultimate authorities.

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

### A. Circle the right choice:

- **Read the text again and choose the correct words.**
- Tell the students to read through the gap sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

### Answers

1. a) principles      2. c) ultimate      3. a) constitute      4. d)  
subservient      5. c) deduced

**B. Write [T] for true statements and [F] for false ones:**

- Read through the statements as a class.
- Check understanding.
- Ask students to read the text again.
- Tell Students that they should try to remember, or make a note of, why the false sentences are false.
- Go through the exercise with the class.

**Answers**

1. T      2. F      3. T      4. T      5. F

**C. Answer the following questions briefly:**

- Tell the students to read through the questions carefully.
- Give the students time to read through the questions.
- Explain that they will need to look through the text again to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

**Answers**

1. The Qur'an is the primary source of Allah's (GBTH) sacred laws.
2. The Qur'an and the Sunnah.

3. The Qur'an is the word of Allah (GBTH) revealed via the Archangel Gabriel, directly to Prophet Muhammad (BPUH).

**D. Using words from the following box, complete the sentences, one word each:**

- Complete these sentences with the correct word.
- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word from the box. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1. jurists    2. accepted    3. Principles    4. Sunnah    5. definitive

**E. Translation:**

(Any relevant proper answer for the question is accepted).

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

**Answers**

**- Translate the following into Arabic:**

لكي يفتي الفقهاء بحكم ما؛ يجب عليهم أن يأتوا بدليل من القرآن والسنة أو من أحدهما.

**- Translate the following into English.**

- The Qur'an is the source of the principles, values, and rulings.

**4. Pair Work (5 minutes) Word Association (5 minutes)**

**Objective:** Quickly gather students' initial thoughts and enhance understanding:

**Instructions:**

- Prompt: Write the word "Sources of Islamic Law" on the board.
- Respond: Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they hear "Sources of Islamic Law."
- Discuss: After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.

---

**5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about the Sources of Islamic Law.
- 

**Assessment**

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Homework:** Grade essays based on insightfulness and
-

## Lesson 2: The Prophet's Tradition (*The Sunna*)

### Intended Learning Outcomes (ILOs):

#### Affective

- Value the significance of the primary sources of law in Islam.

#### Cognitive

- List the primary sources of law.
- Demonstrate the Prophet's Hadīth as the second Islamic ultimate authority.

#### Psychomotor

- Translate some sentences about the Islamic law using the proper vocabulary.

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual / pair / group work.
- Soundtrack: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage respect during discussions about the primary sources of law.
- Ensure that students understand the importance of The Prophet's Tradition.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

### Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)

3. Activities (20 minutes)
  4. Pair/group Work: **Word Association** (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

**Word Association (5 minutes)** Objective: Encourage students to think about the main principle in Islamic business.

#### Instructions:

**Prompt:** Write the word "the Prophet's tradition" on the board.

**Respond:** Ask students to quickly write down the first word or phrase that comes to mind when they think of "the Prophet's tradition" (1 minute).

**Pair:** Have students pair up to share and compare their responses for 2 minutes.

**Share:** Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about practicing the Prophet's (BPUH) Tradition (The Sunna).

#### Instructions:

- Begin with a discussion about the primary sources of Islamic law.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
-

## 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about The Prophet's (BPUH) Tradition.

**Instructions:**

- Read the provided text about the Prophet's Tradition aloud.
- Explain that the main sources of Islamic law are Quran and Sunna.
- Discuss how the Prophet's (BPUH) Tradition is a primary source of Islamic law.
- Highlight the importance of the Prophet's (BPUH) Tradition as a primary source of Islamic law.

**Key Points to Cover:**

- The primary sources of Islamic law
- The Prophet's Tradition
- Definition of Sunna
- Following the *Sunna*

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the right choice:**

- Complete these sentences with the correct word.
- Tell the students to read through the gapped sentences carefully.
- Explain that they must choose the correct words to complete them. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1. b) source      2. a) complete      3. c) authority  
4. b) prophetic      5. a) practical

**B. Write [T] for true statements and [F] for false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

**Answers**

1. F      2. T      3. F      4. T      5. F

**C. Answer the following questions briefly:**

- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text again.
- Put them in pairs to compare their answers.
- Check answers as a class.

**Answers**

1. The sunnah must be in complete agreement with the Qur'an.
2. It's related to the issue of Muslims' submission to Allah (GBTH).
3. Because it's the second source of the Islamic legislation and it explains the Quranic injunctions.

**D. Match:**

- Tell the students to read through the two columns carefully before trying to match them.
- You may ask them to reread the text and check their dictionary.

- Put them in pairs to compare their answers.
- Check answers as a class.

### Answers

1. b      2. c      3. a      4. e      5. d

### E. Translation:

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

### Answers

#### - Translate the following into Arabic.

- توضح السنة التطبيق العملي للقرآن؛ فالقرآن هو كلام الله والسنة هي التفسير العملي.

#### - Translate the following into English.

Following the Prophet (PBUH) means to obey Allah (GBTH) and following the way of the believers.

### 4. Pair Work (5 minutes)

#### Word Association (5 minutes)

**Objective:** Quickly gather students' initial thoughts and enhance understanding:

#### Instructions:

- Prompt: Write the phrase "the primary sources of Islamic law" on the board.
- Respond: Go around the room and ask each student to quickly say

the first word or phrase that comes to mind when they hear "the primary sources of Islamic law."

- Discuss: After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.

---

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about the Prophet's (BPUH) Tradition as a primary source of Islamic law.

---

### Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 3: Consensus (Ijmā')****Intended Learning Outcomes (ILOs):****Affective**

- Value the significance of the primary law sources in Islam.

**Cognitive**

- List the primary law sources in Islam.
- Demonstrate what is meant by consensus (Ijmā').
- List the different types of consensuses.
- Depict the place of consensus as a source of Islamic law.

**Psychomotor**

- Translate some sentences about the Islamic Law using the proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

**Notes for the Teacher**

- Encourage respect during discussions about consensus.
- Ensure that students understand the elevated principle of consensus in Islam.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

**Lesson Plan Overview**

1. Warm-up and pre-reading discussion (about 5 minutes)

2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: **Four Corners Debate** (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

**Four Corners Debate (5 minutes)** Objective: Engage students in a dynamic discussion about consensus.

#### Instructions:

1. Statement: Present a statement, such as "consensus is not a result; it is a means to carry out our tasks."
2. Corners: Label the corners of the room with types of consensus.
3. Positioning: Ask students to move to each corner and express their opinion on how consensus can be achieved with everyone.
4. Share: Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about consensus.

#### Instructions:

- Begin with a discussion about consensus as a great Islamic principle.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
-

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about ‘Consensus’.

**Instructions:**

- Read the provided text about principle of consensus aloud.
- Explain how the principle of consensus is applied in the Islamic society.
- Discuss the importance of consensus for Islamic jurisprudence.
- Highlight how consensus is apparent in the Islamic rulings.

**Key Points to Cover:**

- The concept of consensus
- Types of consensus
- Importance of consensus as a main source of Islamic law
- The purpose of consensus
- Conditions for the validity of consensus

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the right choice:**

- Read the article again and choose the correct words.
- Tell the students to read through the gapped sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers as a class.

**Answers**

1. d) place 2. a) jurists 3. b) proof 4. d) definitive 5. a) incumbent

**B. Write [T] for true and [F] for false:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

**Answers**

1. F      2. T      3. T      4. T      5. F

**C. Answer the following questions briefly.**

- **Discuss these questions in pairs.**
- Tell the students to discuss the questions in pairs.
- Encourage them to use the language from the reading text to give their opinions.
- You may want to do an example with one of the pairs to demonstrate the idea.
- Continue the discussion with the whole class.

**Answers**

1. Consensus is a unanimous agreement among the qualified jurists on a ruling in the Islamic law, in a certain period of time, after the Prophet's (PBUH) date of death.
2. Consensus must take place among the qualified jurists.
3. Consensus has to be relied upon a proof.

**D. Using words from the following box, complete the sentences, one word each:**

- Complete these sentences with the correct word.
- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word from

the box. They can do this in pairs or groups.

- Ask them to refer to the text if they need further help.
- Check answers as a class.

### Answers

1. jurists    2. Islamic    3. proof    4. Explicit    5. definitive

### E. Translation:

(Any relevant proper answer for the question is accepted).

Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

#### Translate the following into Arabic.

الإجماع هو اتفاق العلماء أو الفقهاء على حل لمسألة شرعية وتتعلق بالممارسات.

#### Translate the following into English.

- Consensus is the third source of Islamic legislation.

### 4. Pair Work (5 minutes)

#### Mind Mapping (5 minutes)

**Objective:** Enhance understanding through mind mapping.

#### Instructions

- Each pair creates a list of ideas with "consensus" as the central idea.
- Branches should include types of consensuses.
- Pairs present their lists to the class.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

#### Instructions:

- Assign students to write a short essay on consensus.

- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short expository essay on “consensus”.
-

**Lesson 4: Analogical Reasoning (Qiyās)****Intended Learning Outcomes (ILOs):****Affective**

- Value the significance of the primary law sources in Islam.

**Cognitive**

- List the primary law sources in Islam.
- Demonstrate what is meant by analogical reasoning (Qiyas).
- List the circumstances when analogical reasoning is required.
- Depict the place of analogical reasoning as a source of Islamic law.

**Psychomotor**

- Translate some sentences about the Islamic Law using the proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

**Notes for the Teacher**

- Encourage respect during discussions about Analogical Reasoning.
- Ensure that students understand the importance of Analogical Reasoning.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson

## Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair/group Work: Word Association (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### 1. Agree-Disagree Line (5 minutes)

**Objective:** Engage students in a physical and reflective activity to express their views on analogical reasoning.

**Instructions:**

**Statement:** Read a statement related to analogical reasoning.

**Positioning:** Ask students to work in pairs and groups.

**Share:** Ask students from different pairs and groups to explain their ideas. Encourage a few students from each pair or group to share their thoughts.

**Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives about analogical reasoning.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about practicing analogical reasoning.

**Instructions:**

- Begin with a discussion about analogical reasoning.
- Encourage students to share their thoughts and ideas.

- Write key points on the board to refer back to during the lesson.
- 

## 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about how analogical reasoning comes from our recognition of dignity, equality and human rights.

**Instructions:**

- Read the provided text about analogical reasoning aloud.
- Explain that analogical reasoning is a source of Islamic law.
- Highlight the importance of analogical reasoning in our religion.

**Key Points to Cover:**

- The nature of analogical reasoning.
- The need for analogical reasoning (Qiyās)

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the right choice:**

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the gapped sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers.

**Answers**

1. b) causes   2. d) cases   3. c) modern   4. a) guarantees   5. d) Tradition

**B. Write [T] for true statements and [F] for false ones:**

- Read through the statements as a class, checking understanding.

- Tell students that they may need to read the text again.
- Students should try to correct the false sentences.
- Students should try to correct the false sentences.

### Answers

1. T      2. T      3. F      4. F      5. T

### C. Answer the following questions briefly

1. When there is a co-related effective cause. It has to be established by the Qur'an and/or the Sunnah.
2. The Qur'an and/or the Sunnah.
3. ... after the death of the prophet when the expanding Islamic State became in contact with new societies.

### D. Match:

- Tell the students to read through the two columns carefully before trying to match them.
- You may want to ask them to reread the text and check their dictionary.
- Put them in pairs to compare their answers.
- Check answers as a class.

### Answers

1. b      2. D      3. A      4. E      5. C

### E. Translation:

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

**Answers****Translate the following into Arabic:**

- المخدرات غير مذكورة صراحة في القرآن والسنة، ولكن لها نفس تأثير الخمر لذا فهي محرمة لعدة تحريم الخمر ذاتها.

**Translate the following into English:**

- Allah (GBTH) has given humans the brain and guided them to apply the rulings of an original case to a new unsettled case, and to deduce the rulings and causes.

**4. Pair Work (5 minutes)****Word Association (5 minutes)**

**Objective:** Quickly gather students' initial thoughts and enhance understanding:

**Instructions:**

- Prompt: Write the words "Analogical Reasoning" on the board.
- Respond: Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they read "Analogical Reasoning."
- Discuss: After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.

**5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about “analogical reasoning.”
- 

**Assessment**

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

## Lesson 5: The Other Sources of Islamic law

### Intended Learning Outcomes (ILOs):

#### Affective

- Value the significance of secondary law sources of Islamic law.

#### Cognitive

- Enumerate the secondary sources of law.

#### Psychomotor

- Translate some sentences about the secondary sources of Islamic law using the proper vocabulary.
- Draw a poster illustrating that Islamic rulings is suitable all the time.

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage respect during discussions about the secondary sources.
- Ensure that students understand the importance of the secondary sources.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

### Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)

4. Pair/group work: Values Clarification (5 minutes)

5. Closure/assessment (5 minutes)

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## Lesson Plan Details

### Warming-up (5 minutes)

#### Values Clarification

**Objective:** Help students explore their personal values related to the secondary sources of Islamic law.

#### Instructions:

1. **Statements:** Prepare a series of ideas related to the secondary sources of Islamic law.
2. **Reflect:** Read each statement aloud and ask students to silently reflect on whether they know the value of the secondary sources of Islamic law or not.
3. **Share:** Invite students to share their reflections and reasons. Facilitate a discussion that highlights the diversity of values and beliefs in the classroom.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about practicing the secondary sources of Islamic law.

#### Instructions:

- Begin with a discussion about the secondary sources of Islamic law.
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer back to during the lesson.

---

### 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about how the secondary sources of Islamic law comes from our recognition of dignity, equality and human rights.

**Instructions:**

- Read the text about the secondary sources of Islamic law aloud.
- Explain that there are secondary sources of Islamic law.
- Highlight the importance of the secondary sources of Islamic law.

**Key Points to Cover:**

- The importance of secondary sources of Islamic law.
- Types of the secondary sources of Islamic law.

**3. Activities (10 minutes)**

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the right choice:**

- **Complete these sentences with the correct word.**
- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1. b) contemporary    2. a) Secondary    3. d) values  
4. a) Istihsan    5. d) public

**B. Write [T] for true statements and [F] for false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class.

**Answers**

1. T    2. F    3. F    4. F    5. T

**C. Answer the following questions briefly.**

- Discuss these questions in pairs.
- Tell the students to look at the question and write down a few notes for the answer.
- Put students in pairs to discuss the questions.
- Invite some students to share their answers with the class.
- Write their ideas on the board.

**Answers**

1. Primary sources and secondary ones.
2. They are crucial in developing various contemporary issues evolving Islamic finance practices and other modern activities.
3. 1) religion; 2) life; 3) intellect; 4) property; and 5) progeny.

**D. Complete the following sentences.**

- **Complete these sentences with the correct word.**
- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word from the box. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1. crucial   2. evidence   3. Public   4. interests   5. contemporary

**E. Translation:**

(Any relevant proper answer for the question is accepted).

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

### Answers

- Translate the following into Arabic:

- يمكن تقسيم مصادر الشريعة الإسلامية الي قسمين: المصادر الأساسية والمصادر الثانوية.

-Translate the following into English:

- Maslaha must be general, it should not be in conflict with the injunctions or principles and values upheld in the Qur'an and the Sunnah and it shouldn't be outweighed or equal to the harm.

### 4. Pair Work (5 minutes)

#### Word Association (5 minutes)

**Objective:** Quickly gather students' initial thoughts and enhance understanding:

#### Instructions:

- Prompt: Write the words "the secondary sources of Islamic law" on the board.
- Respond: Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they read "the secondary sources of Islamic law."
- Discuss: After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about the secondary sources of Islamic law.

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**Assessment**

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-



## Unit 5

# Islamic Values



### UNIT OBJECTIVES

At the end of this unit, students should be able to:

- ◆ Value the significance of honesty, truthfulness, striving for excellence, and mutual respect in Islam.
- ◆ List the different types of honesty and the purposes of striving for excellence, and demonstrate their importance and benefits in Islamic society.
- ◆ Explain how these virtues fulfill social demands and contribute to the well-being of the Islamic community.
- ◆ Translate sentences about honesty, truthfulness, striving for excellence, and mutual respect using proper jargon vocabulary.
- ◆ Develop materials that emphasize the relevance and importance of these virtues in Islam.

## Unit 5: Islamic Values

### Lesson 1: Honesty

#### Intended Learning Outcomes (ILOs):

##### Affective

- Value the significance of honesty in Islam.

##### Cognitive

- List the different types of honesty.
- Demonstrate honesty as a social demand.

##### Psychomotor

- Translate some sentences about honesty using proper vocabulary.

#### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

#### Notes for the Teacher

- Encourage respect during discussions about honesty in Islam.
- Ensure that students understand the importance of honesty in Islam.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

#### Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)

3. Activities (20 minutes)
  4. Pair/group work: Jigsaw Reading (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### Jigsaw Reading (5 minutes)

**Objective:** Enhance understanding through Reading silently.

#### Instructions

- Divide the reading passage into paragraphs.
  - Divide the class into groups. Three groups read silently to make comments. The other three groups read silently to write questions.
  - Hold a class discussion.
  - Appoint other groups to summarize the passage.
- 

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about practicing honesty.

#### Instructions:

- Begin with a discussion about the honesty.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
- 

### 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about how honesty comes from our recognition of dignity, equality and human rights.

#### Instructions:

- Read the provided text about honesty aloud.

- Explain that honesty comes from our recognition of dignity, equality and human rights.
- Discuss how honesty is a basic principle of Islam and a religious moral duty.
- Highlight that honesty is a part of our religion.

### Key Points to Cover:

- Honesty is a part of our religion.
- Honesty is the mechanism that upholds human rights and the rule of law.
- Honesty means that Muslims should forgive when they are able to take revenge.

### 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

#### A. Circle the right choice:

- Read the text again and choose the correct words.
- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

#### Answers

1. d) a & b    2. b) strive    3. d) implies    4. a) guide    5. c)

contradicts

#### B. Write [T] for true statements and [F] for false ones:

- Read through the statements as a class.

- Check understanding.
- Ask students to read the text again.
- Tell students that they should try to correct the false sentences.
- Go through the exercise with the class.

### Answers

1. F      2. F      3. F      4. T      5. F

### C. Answer the following questions briefly.

- 1 Allow students two or three minutes to read through the first text quickly to find out the answer.
- Tell students that they do not always need to understand every word of a text.
- Put the students into pairs.
- Ask them to discuss the questions.
- Elicit answers from the class.
- Invite some students to report their answers to the class.

### Answers

1. They are related to Islam. They are also related to one's speech and deeds and every aspect of life.
2. Honesty, sincerity, and goodwill.
3. Plagiarism is to take someone else's work or ideas and present them as our own.

### D. Complete the following table:

- 1 Tell the students to read through the table carefully.
- 2 Explain that they have to complete the table with correct words. They can do this individually or in pairs.
- 3 Students can reflect on themselves before discussing their answers.
- 4 Ask them to refer to the text if they need further help.
- 5 Check answers as a class.

### Answers

Noun	Adjective	Adverb	Antonym
hypocrisy	hypocritical	hypocritically	fairness
consistency	consistent	consistently	inconsistency
truthfulness	truthful	truthfully	falsehood
compulsion	compulsive	compulsively	volition
persuasion	persuasive	persuasively	coercion

### E. Translation:

(Any relevant proper answer for the question is accepted).

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

### Answers

**Translate the following into Arabic:**

تقتضي الأمانة القيام بالواجبات على الوجه الأكمل قدر الإمكان بغض النظر عما إذا كان هناك مراقبة أم لا.

**Translate the following into English:**

- A Muslim should be honest in speech/words and deeds.

### 4. Pair Work (5 minutes)

## Word Association (5 minutes)

**Objective:** Quickly gather students' initial thoughts and enhance understanding:

**Instructions:**

- Prompt: Write the word "Honesty" on the board.
- Respond: Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they hear "Honesty."
- Discuss: After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.

---

## 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short descriptive essay about honesty.

**Assessment**

- **Participation:** Evaluate student engagement during discussions and activities.
- **Worksheets:** Check for accuracy and understanding in completed activities.
- **Presentations:** Assess clarity and comprehension.
- **Homework:** Grade essays based on insightfulness and relevance to the topic.

## Lesson 2: Truthfulness

### Intended Learning Outcomes (ILOs):

#### Affective

- Value the significance of truthfulness in Islam.

#### Cognitive

- Demonstrate the benefits of truthfulness in Islam.
- Demonstrate truthfulness as a habit in Islam.
- Illustrate the importance of truthfulness to the Islamic society.

#### Psychomotor

- Translate some sentences about truthfulness using proper vocabulary.

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage respect during discussions about truthfulness in Islam.
- Ensure that students understand the importance of truthfulness in Islam.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

## Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair/group Work: Word Association (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### 1. Agree-Disagree Line (5 minutes)

**Objective:** Engage students in a physical and reflective activity to express their views on truthfulness in Islam.

**Instructions:**

1. **Statement:** Read a statement related to truthfulness.
2. **Positioning:** Ask students to work in pairs and groups.
3. **Share:** Ask students from different pairs and groups to explain their ideas. Encourage a few students from each pair or group to share their thoughts.
4. **Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives about truthfulness.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about practicing truthfulness.

**Instructions:**

- Begin with a discussion about the truthfulness.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
-

## 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about how truthfulness comes from our recognition of dignity, equality and human rights.

**Instructions:**

- Read the provided text about truthfulness aloud.
- Explain that truthfulness comes from our recognition of dignity, equality and rights of humanity.
- Discuss how truthfulness is a basic principle of Islam and a religious moral duty.
- Highlight that truthfulness is a part of our religion.

**Key Points to Cover:**

- Truthfulness is a part of our religion
- Truthfulness is the mechanism that upholds human rights and the rule of law
- Truthfulness means that Muslims should forgive when they are able to take revenge.

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the right choice:**

- Complete these sentences with the correct word.
- Tell the students to read through the gap sentences carefully.
- Explain that they can choose the correct words to complete sentences individually or in pairs.
- Check answers as a class.

**Answers**

1. b) consent   2. b) moral   3. a) upright   4. d) Hellfire   5. a) abiding

**B. Write [T] for true and [F] for false:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

**Answers**

1. T      2. F      3. T      4. T      5. T

**C. Answer the following questions briefly.**

- Tell the students to read through the questions carefully before trying to answer them.
- Put them in pairs to compare their answers.
- Check answers as a class.

**Answers**

1. The springboard for a Muslim's virtuousness deeds is truthfulness.
2. Truthfulness leads to righteousness which leads to Paradise.
3. Truthfulness is the foundation of all good.

**D. Complete the following sentences:**

- Tell the students to read through the sentences carefully.
- Explain that they can complete the table with the correct words individually or in pairs.
- Students can reflect on themselves before discussing their answers.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1. upright    2. Intention    3. Becomes    4. status    5. truthful

**5 Translation:**

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

**Answers****Translate the following into Arabic.**

- إن الصدق هو المعيار الذي يتم به تصنيف الناس أمام رب العالمين: إما صادقين، وإما منافقين.

**Translate the following into English:**

- Muslims should be truthful about their intention, speech, and deeds.

**4. Pair Work (5 minutes)****Word Association (5 minutes)**

**Objective:** Quickly gather students' initial thoughts and enhance understanding:

**Instructions:**

- **Prompt:** Write the word "truthfulness" on the board.
- **Respond:** Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they hear "truthfulness."
- **Discuss:** After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.

**5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

Write a short descriptive essay about “truthfulness.”

**Assessment**

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension via task based learning strategy.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

## Lesson 3: Striving for Excellence

### Intended Learning Outcomes (ILOs):

#### Affective

- Value the spirit of striving for excellence in Islam.

#### Cognitive

- Portray what is meant by striving for excellence in Islam.
- Cite some verses calling for striving for Excellence in the Noble Quran.
- Cite what call for striving for excellence from the Prophet's (PBUH) Hadeeth.

#### Psychomotor

- Translate some sentences about striving for excellence.

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage respect during discussions about striving for excellence.
- Ensure that students understand the elevated principle of striving for excellence in Islam.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

## Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: Four Corners Debate (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### Four Corners Debate (5 minutes)

**Objective:** Engage students in a dynamic discussion about striving for excellence.

#### Instructions:

1. **Statement:** Present a statement, such as "striving for excellence is not a result; it is a means to carry out our tasks."
2. **Corners:** Label the corners of the room with ways to strive for excellence.
3. **Positioning:** Ask students to move to each corner and express their opinion on how striving for excellence can be achieved.
4. **Share:** Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about striving for excellence.

#### Instructions:

- Begin with a discussion about striving for excellence as a great Islamic principle.

- Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
- 

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce thoughts about ‘striving for excellence’.

**Instructions:**

- Read the text about principle of striving for excellence aloud.
- Explain how the principle of striving for excellence is applied in the Islamic society.
- Discuss how everyone should be subjected to the same rules of striving for Excellence.
- Highlight how striving for Excellence is apparent in the verses of Quran and in the Prophet’s (PBUH) words and actions.

**Key Points to Cover:**

- The concept of striving for Excellence
- Importance of perfection
- (Itqān) perfection of action
- The purpose of perfection
- Ways to strive for excellence

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the right choice:**

- Read the article again and choose the correct words.
- Tell the students to read through the gapped sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers as a class.

**Answers**

a) passion 2. b) quality 3. d) raise 4. d) achieve 5. d) fulfil

**B. Write [T] for true statements and [F] for false ones:**

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

**Answers**

1. T 2. F 3. F 4. T 5. T

**C. Answer the following questions briefly.**

- Discuss these questions in pairs.
- Encourage students to use the language from the reading text to give their opinions.
- Continue the discussion with the whole class.

**Answers**

1. It has several meanings. It refers either to the work and duties performed and completed at the highest quality, or the quality and passion for excellence and benevolence.
2. Because it is a means to carry out our tasks better seeking Allah's acceptance as Allah loves the good-doers.
3. They should strive to be the best in character, in relationships and even when at work.

**D. Match:**

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match

the correct parts to form a meaningful sentence.

- Check the answers.

### Answers

1. c      2. d      3. a      4. e      5. b

### E. Translation:

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- Understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

### Answers

#### Translate the following into Arabic:

إن القانون الإلهي ينطبق على المسلم وغير المسلم، فإذا أتقنت ما تعمل فأنت تحسن من حالك وحال من حولك بغض النظر عن معتقدك أو دينك.

#### Translate the following into English:

Allah loves that whoever does something, they should perfect it.

### 4. Pair Work (5 minutes)

#### Mind Mapping (5 minutes)

**Objective:** Enhance understanding through Mind Mapping.

#### Instructions

- Each pair creates a list of ideas with "striving for excellence" as the central idea.
- Branches should include ways of striving for excellence.
- Pairs present their lists to the class.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Assign students to write a short essay on how they understand striving for excellence.
- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short expository essay about “striving for excellence.”
-

**Lesson 4: Respect****Intended Learning Outcomes (ILOs):****Affective**

Value the significance of commitment to mutual respect in Islam.

**Cognitive**

- Demonstrate the importance of mutual respect in Islam.
- Demonstrate commitment to mutual respect in Islam as a social demand.

**Psychomotor**

- Translate some sentences about striving for excellence using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

**Notes for the Teacher**

- During discussions, encourage the value of respect.
- Ensure that students understand the importance of respect.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

**Lesson Plan Overview**

1. Warm-up and pre-reading discussion (about 5 minutes)

2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: **Word Association** (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### Word Association (5 minutes)

**Objective:** Encourage students to think about respect.

**Instructions:**

1. Prompt: Write the phrase "Islam guides us to treat all beings with respect." on the board.
2. Respond: Ask students to quickly write down the first word or phrase that comes to mind when they think of respect.
3. Pair: Have students pair up to share and compare their responses.
4. Share: Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about how respect begins with loving and obeying the commandments of Allah.

**Instructions:**

- Begin with a discussion about how respect is a manifestation of good morals.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
-

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about how respect is a manifestation morality.

**Instructions:**

- Read the provided text about 'respect' aloud.
- Explain how respect indicates that Islam is a religion of love and peace.
- Think about some examples of respect.
- Highlight good and effective consequences of respect on society.

**Key Points to Cover:**

- The concept of respect
- The importance of respect
- Respect as a divine gift
- Respect indicates that Islam is a religion of love and peace.
- Respect as a social demand

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the right choice:**

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the gapped sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check the answers.

**Answers**

1. a) attitude    3. d) worthy    2. c) privacy    4. a) respect    5. b) taught

**B. Write [T] for true statements and [F] for false ones:**

- Read through the statements as a class, checking understanding.
- Tell students that they may need to read the text again.
- Students should try to correct the false sentences.
- Students should try to correct the false sentences.

**Answers**

1. T      2. T      3. F      4. F      5. T

**C. Answer the following questions briefly.**

- Discuss this question with a partner.
- Read the question with the class and allow students a few minutes to discuss their ideas in pairs.
- Ask the pairs to report back to the class and compare their answers.

**Answers**

1. It is defined as the polite attitude shown towards someone or something.
2. They should treat oneself, humankind, other beings, and the environment with respect.
3. To keep stable, good, and healthy relationships with people.

**D. Complete with the words in the box (5 items).**

- Tell the students to read through the gapped sentences carefully.
- Explain that students have to choose the correct words from the box to complete them. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

**Answers**

1. respect    2. bullying    3. birthright    4. manners    5. privacy

**E. Translation:**

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- select the most appropriate vocabulary in the target language
- use the grammatical structure of the target language
- compose that meaning in the target language
- make sure the new text is worded in a natural way
- confirm they haven't missed any content or misinterpreted any meaning

**Answers****Translate the following into Arabic:**

- لا ينبغي أن تؤثر إساءة الآخرين في أخلاقنا الحسنة، لأننا نمثل أنفسنا ولا نمثل الآخرين.

**Translate the following into English:**

Respecting others is an Islamic principle and a human value which Islam highlights and calls for.

**4. Pair or Group Work (5 minutes)****Vocabulary Building (5 minutes)**

Word Association or Flashcards (5 minutes)

**Objective:** Enhance vocabulary related to respect

**Idea 1: Word Association**

- Provide students with a list of key words.
- In pairs, students come up with words or phrases they associate

with each term.

- Pairs share their associations.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Reinforce learning and prepare for future discussions.

Assign students to research how respect should be implemented.

**Homework:**

- Write a short report on respect is highly praised in Islam.
-



## Unit 6

# Iconic Figures



### UNIT OBJECTIVES

**At the end of this unit, students should be able to:**

- ◆ Value the contributions of Prophet Ibrahim, Abu-Huraira, Lady Khadija, and Izz al-Din ibn 'Abd al-Salam.
- ◆ List the most well-known deeds of these significant figures.
- ◆ Translate sentences about Prophet Ibrahim, Abu-Huraira, Lady Khadija, and Izz al-Din ibn 'Abd al-Salam using proper jargon vocabulary.
- ◆ Cite Qur'ānic verses related to Prophet Ibrahim and Lady Khadija.
- ◆ Demonstrate the importance of their roles and contributions to Islam.

**Unit 6: Iconic Figures****Lesson 1: Prophet Abraham (BPUH)****Father of the prophets****Intended Learning Outcomes (ILOs):****Affective**

- Value the deeds of Prophet Abraham (BPUH).

**Cognitive**

- List the most well-known deeds of the Prophet Abraham.
- Cite some Qur'ānic verses about the Prophet Abraham.

**Psychomotor**

- Translate some sentences about Prophet Abraham (BPUH).

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

**Notes for the Teacher**

- Encourage respect during discussions about Prophet Abraham (PBUH).
- Ensure that students value that Prophet Abraham is mentioned in the Quran so many times.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

## Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)
  2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair/group Work: Jigsaw Reading (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### Discuss the pre-question in pairs.

- Allow students two or three minutes to read through the first text quickly to find out the answers.
- Tell them not to worry about the words in bold at this stage.
- Tell students that they do not always need to understand every word of a text in order to comprehend the main ideas.
- Tell students that they can guess the meaning of words from the context.
- Put the students into pairs.
- Ask them to discuss the questions.
- Elicit answers from the class and comment on whether any of the students' predictions were correct.
- Invite some students to report their answers to the class.

### Jigsaw Reading (5 minutes)

**Objective:** Enhance understanding through Reading silently.

### Instructions

- Divide the reading passage into paragraphs.
- Divide the class into groups. Three groups read silently to make comments. The other three groups read silently to write questions.
- Hold a class discussion.
- Appoint other groups to summarize the passage.

---

### 1. Pre-Reading Discussion (5 minutes)

#### Pre-teach any vocabulary

#### Check the meanings of these words in your dictionary.

1 Focus attention on the words in the box and give the students enough time to find them in their dictionaries.

2 Write the words on the board and ask different students to pronounce them.

3 Check that they understand the meanings of the words. Explain the words in English and see if the students can guess what each word is.

**Objective:** Engage students in thinking about practicing tolerance.

#### Instructions:

- Begin with a discussion about Prophet Abraham (BPUH).
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
- 

### 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about who adopted Prophet Abraham (BPUH) as their own son.

#### Instructions:

- Read the provided text about Prophet Abraham (BPUH) aloud.
- Explain that Prophet Abraham (BPUH) performed numerous miracles.

- Discuss how Prophet Abraham (BPUH) expressed his fear of Pharaoh.
- Highlight that Torah foretells the prophethood of Muhammad (PBUH).

### Key Points to Cover:

- Prophet Abraham (BPUH).
- Prophet Abraham (BPUH) in Midian.
- Prophet Abraham's (PBUH) miracles.
- Prophet Abraham's (PBUH) firmness and fearless.

### 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

#### A. Circle the right choice:

- Read the text again and choose the correct words.
- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them using the correct word. They can do this in pairs or groups.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

#### Answers

1. d) exemplar      2. a) monotheism      3. c) sanctuary  
4. b) saved      5. a) sacrifice

#### B. Write [T] for true and [F] for false:

- 1 Read through the statements as a class.
- 2 Check understanding.
- 3 Ask students to read the text again.

4 Tell Students that they should try to correct the false sentences.

5 Go through the exercise with the class.

### Answers

1. F    2. T    3. F    4. T    5. T

### C. Answer the following questions briefly.

- Tell the students to read through the questions carefully.
- Give the students time to read through the questions.
- Explain that they need to look through the text again to find the correct answers.
- Ask them to think of their own answers.
- Encourage them to discuss the questions in pairs.
- Go over their answers as a class.
- Accept all correct answers.

### Answers

1. Prophet Ibrahim (PBUH) was declared to be the first Muslim.

2. To the people who worshipped idols and stars.

3. It is to call his people to worship Allah, the One true God, alone, and to prove that the idols can't protect themselves.

### D. Complete with the words in the box (5 items):

- Tell the students to read through the gap sentences carefully.
- Explain that students must choose the correct words.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

### Answers

1. Islam    2. wreckage    3. Allah    4. virtue    5. unharmed

**E. Translation:**

(Any relevant proper answer for the question is accepted).

**Translate the following into Arabic:**

لا تتستطيع الأصنام دفع الضر عن نفسها فكيف تحمي غيرها أو تستحق العبادة.

**Translate the following into English:**

- Abraham (PBUH) called his people to worship Allah alone.

**4. Pair Work (5 minutes)****Word Association (5 minutes)**

**Objective:** Quickly gather students' initial thoughts and enhance understanding:

**Instructions:**

- Prompt: Write the word "Prophet Abraham" on the board.
  - Respond: Go around the room and ask each student to quickly say the first word or phrase that comes to mind when they hear "Prophet Abraham (BPUH)".
  - Discuss: After all students have responded, discuss any patterns, surprising words, or common themes that emerged. Write these on the board to refer back to during the lesson.
- 

**5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning and prepare for the next lesson.

**Instructions:**

- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short narrative essay about "Prophet Abraham (BPUH)."

## Assessment

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension via problem based learning strategies presentations.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 2: Abu Hurayra (APWH)****Intended Learning Outcomes (ILOs):****Affective**

- Value the role of Abu-Huraira in Islam.

**Cognitive**

- Identify who is Abu Hurayra (APWH).
- List the most well-known deeds of Abu-Huraira.

**Psychomotor**

- Translate some sentences about Abu-Huraira (APWH) using proper vocabulary.

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

**Notes for the Teacher**

- Encourage discussions about Abu Hurayra (APWH).
- Ensure that students identify that Abu Hurayra (APWH) was one of the scribes who wrote the revelation.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

**Lesson Plan Overview**

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)
3. Activities (20 minutes)

4. Pair Work: Quick Write (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### Quick Write (5 minutes)

**Objective:** Get students to articulate what they know about Abu Hurayra (APWH).

#### Instructions:

4. **Prompt:** Ask students to write a sentence in response to the prompt: "Abu Hurayra (APWH) was almost forty years old when he adopted Islam."
  5. **Share:** After writing, ask a few students to read their sentences aloud.
  6. **Discuss:** Facilitate a brief class discussion based on the students' responses, emphasizing the modeling of the Prophet companions.
- 

### 1. Pre-Reading Discussion (5 minutes)

#### Before you start

Discuss these questions in pairs.

- 1 Put students in pairs to discuss the questions.
- 2 Tell the students to look at the question and write down a few notes for the answer.
- 3 Ask three or four pairs to report their answers to the class.
- 4 Write their ideas on the board.

**Objective:** Engage students in thinking about military campaigns Abu Hurayra (APWH) participated in during his life.

**Instructions:**

- Begin with a discussion about: " **Abu Hurayra (APWH).**"
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
- 

## 2. Reading and Explanation (15 minutes)

**Objective:** Students introduce their thoughts about how Abu Hurayra (APWH) was not a mere warrior.

**Instructions:**

- Read the provided text about Abu Hurayra (APWH).
- Explain that Abu Hurayra (APWH) was one of the scribes who wrote the revelation for the Prophet (PBUH).
- Discuss how can they follow Abu Hurayra's (APWH) footsteps.

**Key Points to Cover:**

- The number of people of Yathrib embraced Islam during the first pledge in the valley of `Aqabah
- Military campaigns Abu Hurayra (APWH) participated in during his life.
- Abu Hurayra (APWH) as a Quran teacher

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the right choice:**

- Complete these sentences with the correct word.
- Tell the students to read through the gapped sentences carefully.
- Explain that they must choose the correct words to complete them.

They can do this individually or in pairs.

- Ask them to refer to the text if they need further help.
- Check answers as a class.

### Answers

1. a) devoted 2. b) keen 3. d) craving 4. c) formidable 5. a) pious

### B. Write [T] for true and [F] for false:

- Read through the sentences with the class.
- Ask students to read the text again to complete the task. They can do this in pairs.
- Check their answers as a class

### Answers

1. F            2. T            3. F            4. T            5. T

### C. Answer the following questions briefly.

- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text
- Put them in pairs to compare their answers.
- Check answers as a class.

### Answers

1. Allah gifted him with a formidable memory to quote and narrate the Prophet's sayings and traditions. He devoted himself to the Prophet's service for three years to learn the Qur'an and Hadith from the Prophet (PBUH). He narrated thousands of hadiths.

2. To learn what he himself did not hear from the Prophet (PBUH).

3. He was gifted with a formidable memory.

**D. Match:**

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the two columns carefully.
- Explain that they will need to look through the text again to match the correct parts to form a meaningful sentence.
- Check the answers.

**Answers**

1. C      2. D      3. A      4. E      5. B

**E. Translation:**

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- select the most appropriate vocabulary in the target language
- use the grammatical structure of the target language
- make final edits to further refine and “polish” the translated text
- confirm they haven’t missed or misinterpreted any meaning

**Answers****Translate the following into Arabic:**

لم يكن أبو هريرة يعرف القراءة والكتابة، ولكنه رزق ذاكرة قوية ليحفظ ويروى أحاديث النبي صلي الله عليه وسلم وسنته.

**Translate the following into English:**

- We should appreciate the companions’ effort to preserve the Prophet’s (PBUH) Sunnah.

**4. Pair Work (5 minutes)****Silent Discussion (5 minutes)**

**Objective:** Allow students to express their thoughts about Abu Hurayra (APWH).’

**Instructions:**

4. Question: Write a thought-provoking question about Abu Hurayra (APWH).
5. Respond: Ask students to write their responses around the question.
6. Review: After a few minutes, read and discuss the various responses as a class.

---

**5. Homework/ Assessment (5 minutes)**

**Objective:** Consolidate learning of the lesson.

**Instructions:**

- Assign students to write a short essay about Abu Hurayra (APWH).
- Encourage students to reflect on the lesson and prepare any questions.
- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short reflective essay on “Abu Hurayra (APWH).”

---

**Assessment**

- **Participation:** Evaluate student engagement during discussions and activities.
  - **Worksheets:** Check for accuracy and understanding in completed activities.
  - **Presentations:** Assess clarity and comprehension through discussion or presentations.
  - **Homework:** Grade essays based on insightfulness and relevance to the topic.
-

**Lesson 3: Lady Khadija****Mother of the Believers****Intended Learning Outcomes (ILOs):****Affective**

- Value the great role of Lady Khadija in Islam.

**Cognitive**

- Identify who is Lady Khadija (APWH).
- List the most well-known deeds of Lady Khadija (APWH).

**Psychomotor**

- Translate some sentences about Lady Khadija (APWH) using the proper vocabulary

**Lesson Materials**

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

**Notes for the Teacher**

- Encourage the value of woman's role in Islam.
- Ensure that students understand the importance of woman's role in all fields of life.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

**Lesson Plan Overview**

1. Warm-up and pre-reading discussion (about 5 minutes)
2. Reading and explanation (about 10 minutes)

3. Activities (20 minutes)
  4. Pair Work: **Word Association** (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### Word Association (5 minutes)

**Objective:** Encourage students to think about woman's role in Islam.

**Instructions:**

- Prompt: Write "Lady Khadīja (APWH) was a brave woman who fought alongside men in battles." on the board.
- Respond: Ask students to quickly write down the first word or phrase that comes to mind when they think of that for 1 minute.
- Pair: Have students pair up to share and compare their responses.
- Share: Invite pairs to share their responses with the class. Write key words on the board to visualize the range of associations and themes.

**Instructions:**

**Statement:** Read a statement related to Lady Khadīja (APWH).

**Positioning:** Ask students to work in pairs and groups.

**Share:** Ask students from different pairs and groups to explain their ideas. Encourage a few students from each pair or group to share their thoughts.

**Discuss:** Highlight the variety of viewpoints and relate them to the lesson's objectives about women's role.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about how Lady Khadija (APWH) is a good example of the Muslim women.

**Instructions:**

- Begin with a discussion about how the role of woman is the same as men and sometimes more.
- Encourage students to share their thoughts and ideas.
- Write key points on the board to refer back to during the lesson.

---

### 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about how the role of woman is of great importance.

**Instructions:**

- Read the provided text about Lady Khadija (APWH) aloud.
- Explain how Islam is a religion of respect.
- Think about some examples of effective Muslim women.
- Highlight good and effective consequences of the good role of women on society.

**Key Points to Cover:**

- Muslim women positive role.
- Man and woman partnership in supporting societies.
- Courage and patience of Lady Khadija (APWH).

### 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the right choice:**

- Read the article again and choose the correct words.
- Tell the students to read through the gapped sentences carefully.

- Explain that they will need to look through the text again to choose the correct words.
- Check answers as a class.

### Answers

1. b) charge    2. a) cradle    3. a) siege  
4. c) co-wife    5. b) sheltered

### B. Write [T] for true and [F] for false:

Read the text again and write True (T) or false (F)

- 1 Read through the sentences with the class.
- 2 Ask students to read the text again to complete the task.
- 3 Check their answers as a class

### Answers

1. T      2. F      3. T      4. T      5. F

### C. Answer the following questions briefly.

- Discuss these questions in pairs.
- Tell the students to discuss the questions in pairs.
- Encourage them to use the language from the reading text to give their opinions.
- You may want to do an example with one of the pairs to demonstrate the idea.
- Continue the discussion with the whole class.

### Answers

1. She helped the poor, the widows, the orphans, the sick, and the disabled.
2. Lady Khadijah's rank is so high Because she is the wife of the Prophet

Muhammad (PBUH) and she was the first woman to adopt Islam and perform prayers to Allah with the Prophet (PBUH).

3. Lady Khadijah's home was the "home of Glorious Qur'an" Because it received the early revelation, and Archangel Gabriel (PBUH) kept bringing revelation from Heaven to her magnificent home for ten years.

#### **D. Complete the following sentences.:**

- Tell the students to read through the gapped sentences carefully.
- Explain that students have to choose the correct words. They can do this individually or in pairs.
- Ask them to refer to the text if they need further help.
- Check answers as a class.

#### **Answers**

1. Co-wife    2. Allah    3. the siege    4. support    5. gratitude

#### **E Translation:**

(Any relevant proper answer for the question is accepted).

- Before translation ask students to understand the source, choose the right words, use proper grammar, ensure natural flow, edit for polish, and double-check accuracy.

#### **Answers**

#### **Translate the following into Arabic:**

كانت السيدة خديجة رضي الله عنها شاهد عيانٍ على ميلاد الإسلام، فلو كان لبيت أن يدعي أنه مهد الإسلام ومحوره فهو بيتها، فقد كان مهبط الوحي بالقرآن الكريم.

#### **Translate the following into English:**

- Lady Khadijah (BPWH) held the Prophet (PBUH) truthful when others called him a liar, and she supported him with her money and herself when others shunned him.

#### 4. Pair or Group Work (5 minutes)

##### Vocabulary Building (5 minutes)

Word Association or Flashcards (5 minutes)

**Objective:** Enhance vocabulary related to Muslim women.

##### Idea 1: Word Association

- Provide students with a list of key words.
- In pairs, students come up with words or phrases they associate with each term.
- Pairs share their associations and discuss how they relate to the key terms.

#### 5. Homework/ Assessment (5 minutes)

**Objective:** Reinforce learning and prepare for future discussions.

**Idea 1:** Assign students to research how Lady Khadīja (APWH) is highly praised in Islam.

##### Homework:

- Write a short biography of Lady Khadīja (APWH) (APWH).
-

## Lesson 4: The Sultan of Scholars

### Intended Learning Outcomes (ILOs):

#### Affective

- Value the deeds of the great scholar Izz al-Dīn.
- Value the role of the iconic character: “Izz al-Dīn ibn 'Abd al-Salam”.

#### Cognitive

- Identify who Izz al-Dīn is.
- List the most well-known deeds of Izz al-Dīn ibn 'Abd al-Salam.

#### Psychomotor

- Translate some sentences about Izz al-Dīn ibn 'Abd al-Salam using proper vocabulary.

### Lesson Materials

- Exercises and activities based on the text.
- Dictionaries: Paper or digital for individual work/ pair work/ groups work in the class.
- Soundtrack: The soundtrack of the lesson.

### Notes for the Teacher

- Encourage respect during discussions about Izz al-Dīn .
- Ensure that students understand the elevated principle of acquiring religious knowledge.
- Be prepared to provide additional support for students struggling with the other components addressed by the lesson related to the content or the language.

### Lesson Plan Overview

1. Warm-up and pre-reading discussion (about 5 minutes)

2. Reading and explanation (about 10 minutes)
  3. Activities (20 minutes)
  4. Pair Work: **Four Corners Debate** (5 minutes)
  5. Closure/assessment (5 minutes)
- 

## Lesson Plan Details

### Warming-up (5 minutes)

#### Four Corners Debate (5 minutes)

Objective: Engage students in a dynamic discussion about Muslim scholars.

#### Instructions:

5. Statement: Present a statement, such as "Izz al-Dīn was one of the great Imams of jurisprudence."
6. Corners: Label each corner of the room with "scholar," "non scholar".
7. Positioning: Ask students to move to each corner and express their opinions.
8. Share: Select a few students from each corner to share their reasoning. Facilitate a brief discussion emphasizing the different viewpoints.

### 1. Pre-Reading Discussion (5 minutes)

**Objective:** Engage students in thinking about Egyptian Muslim scholars.

#### Instructions:

- Begin with a discussion about Egyptian Muslim scholars.
  - Encourage students to share their thoughts and ideas.
  - Write key points on the board to refer back to during the lesson.
-

## 2. Reading and Explanation (15 minutes)

**Objective:** Introduce their thoughts about ‘Izz al-Dīn’.

**Instructions:**

- Read the provided text about Izz al-Dīn aloud.
- Explain the importance of scholars in the Islamic society.
- Discuss how everyone should strive to acquire knowledge.
- Highlight how Izz al-Dīn affect the society positively.

**Key Points to Cover:**

- Izz al-Dīn the great Imams of jurisprudence
- Imam Izz al-Dīn occupied several posts
- Imam Izz al-Dīn and the wealthy scholars

## 3. Activities (10 minutes)

**Objective:** Reinforce understanding through interactive exercises.

**A. Circle the right choice:**

- Now direct attention to the words in Focus on Vocabulary,
- Tell the students to read through the gapped sentences carefully.
- Explain that they will need to look through the text again to choose the correct words.
- Check answers.

**Answers**

1. a) protested      2. a) brave      3. a) disagreed  
4. d) participated      5. c) fields

**B. Write [T] for true statements and [F] for false ones:**

- Read through the statements as a class, checking understanding.
- Tell students that they may need to read the text again.
- Students should try to correct the false sentences.
- Students should try to correct the false sentences.

**Answers**

1. F      2. T      3. F      4. F      5. F

**C. Answer the following questions briefly.**

- Discuss this question with a partner.
- Read the question with the class and allow students a few minutes to discuss their ideas in pairs.
- Ask the pairs to report back to the class and compare their answers.

**Answers**

1. Because he was upholding the truth and wasn't afraid of any ruler. He protested against the King, As-Saleh Ismail and expressed his opposition to the realignment with the crusaders clearly.

2. Because he protested against the King, As-Saleh Ismail, who began to collaborate with the Crusaders.

3. He was received most respectfully by king As -Saleh Najmuddin Ayyoub.

**D. Complete with the words in the box (5 items):**

1 Tell the students to read through the gapped sentences carefully.

2 Explain that students have to choose the correct words. They can do this individually or in pairs.

3 Ask them to refer to the text if they need further help.

4 Check answers as a class.

- |            |              |               |
|------------|--------------|---------------|
| 1. school  | 2. exemplary | 3. strengthen |
| 4. respect | 5. obtained  |               |

**E. Translation:**

(Any relevant proper answer for the question is accepted).

Before translation ask students to:

- keep the meaning of that text in mind
- select the most appropriate vocabulary in the target language
- use the grammatical structure of the target language
- compose that meaning in the target language
- make sure the new text is worded in a natural way
- make final edits to further refine and “polish” the translated text
- confirm they haven’t missed any content or misinterpreted any meaning

### Answers

#### Translate the following into Arabic:

يقول عز الدين بن عبد السلام: إن الشريعة تقوم على درء المفسدة أو جلب المنفعة.

#### Translate the following into English:

- Young people should be keen on acquiring knowledge and have the courage to say the truth.

### 4. Pair Work (5 minutes)

#### Mind Mapping (5 minutes)

**Objective:** Enhance understanding through Mind Mapping.

#### Instructions

- Each pair creates a list of ideas with "Egyptian scholars" as the central idea.
- Branches should include some Muslim scholars' names.
- Pairs present their lists to the class.

### 5. Homework/ Assessment (5 minutes)

**Objective:** Consolidate learning and prepare for the next lesson.

#### Instructions:

- Assign students to write a short essay on the Egyptian Muslim

scholars.

- Encourage students to reflect on the lesson and prepare any questions they have for discussion.
- Summarize the key points of the lesson and address any remaining questions.

**Homework:**

- Write a short expository essay on *Izz al-Din*.

***Best of Luck***

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