Mudhaf and Mudhaf ilaih (Possessed and possessors.)
مضاف و مضاف إليه
Mudaaf wa Mudaaf ilaih

Class objective: In this class we will discuss possessed and possessors.

Concept A: مضاف و مضاف إليه/Mudaaf wa Mudaaf ilaih:
- Used to convey a "possession" relationship between two nouns.
- Also referred to as الإضافة (Al-idafafatu).
- English uses "of" or "s" for such relationship, e.g. Book of Bilal or Bilal's book.
- Made up of two parts:
- Possessed (or Possession)-مضاف
- Possessor -مضاف إليه

Examples:

English	Transliteration	Arabic
Muhammad's book.	Kitaabu muhammadin.	كِتَابُ مُحَمَّدٍ.
Teacher's desk.	Maktabu al-mudarrisi .	مَكْتَبُ الْمُدَرِّسِ.
Ammar's notebook.	Daftaru 'ammaarin.	دَفْتَرُ عَمَّارٍ.

Concept B: The rules are:

a. The first word is the thing possesed. In Arabic grammar, it is called mudaf (مُضَافٌ).

كِتَابُ is called mudaf.

b. The second word is the possessor. In Arabic grammar, it is called mudaf ilaih (مُضَافٌ إِلَيْهِ).

c. Mudaf is always definite by position but has no tanwin (has no indefinite article), and it doesn't need the definite article (ال).

الْكِتَابُ مُحَمَّدٍ.is wrong

كِتَابٌ مُحَمَّدٍ is wrong.

d. Mudaf ilaih is majruur (مَجْرُورٌ). Therefore we write مُحَمَّدٍ instead of مُحَمَّدٌ.

e. Mudaf ilaihi can have tanwin or can have definite article (ال). See point number.2 and 3.

Concept C: Expressions:

English	Transliteration	Arabic
The teacher's pen.	Qalamu al-mudarrisi.	قَلَمُ الْمُدَرِّسِ.
The teacher's bag.	Haqiibatu al-mudarrisi.	حَقِيْبَةُ الْمُدَرِّسِ.
On the teacher's desk.	Alaa maktabil mudarrisi.	عَلَى مَكْتَبِ الْمُدَرِّسِ.
Whose pen is this?	Qalamu man haadhaa?	قَلَمُ مَنْ هَذَا ؟
Whose book is this?	Kitabu Man haza?	كِتَابُ مَنْ هَذَا ؟

Practice A: Choose the right one:

Time: February 2, 2:00-3:00pm

Present: Provider (Library Director), Caregiver(s), Child Assessment

Agenda:

1. Discuss [illegible] goals

2. Implement training

3. Discuss information

Minutes:

1. We confirmed the reflective requirements on the goals for a list for development of training, self-training, and future education.

2. Provider, Director, and Child Present engagement and engaged with one for this task order for the implementation of training, the current evaluation occurs with total care during this time.

3. We will [illegible] about how we could implement information and from advices.

Next Action Items:

1. Prepare for this meeting tomorrow for interacting with direct meeting activities on implementing and to action.

Meeting #3

Time: February 23, 2:00-3:00pm

Present: Provider (Library Director), Caregiver(s), Child Assessment

Agenda:

1. Complete training and self-training
2. Learn information
3. [illegible] tasks

Minutes: