



الْمُرَكَّبُ الْإِضَافِيُّ

The Possessive Compound

Look at these examples:

| Possessive Compound | |
|-----------------------|---|
| The man's book. | 1 |
| The boy's pen. | 2 |
| The engineer's horse. | 3 |
| Zaid's donkey. | 4 |
| Khalid's key. | 5 |
| My house. | 6 |
| Our classroom. | 7 |
| Her bag. | 8 |

The above examples are all Possessive Compounds.

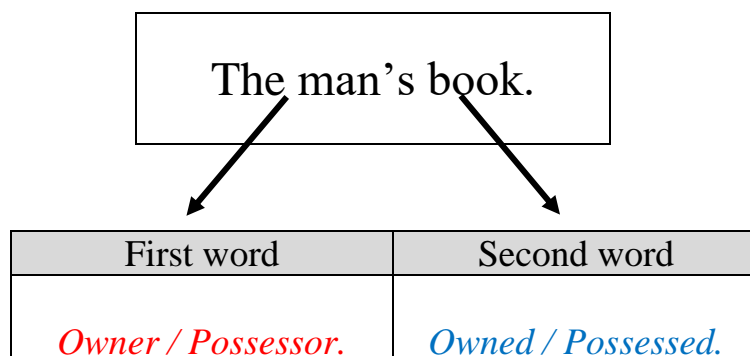
What is a Possessive Compound?

1. A Possessive Compound shows *ownership* (refer to the above examples). Thus, there will be an “owner” (possessor), and the item that is owned.

This is a very basic definition, suitable for beginners.

2. A Possessive Compound will have *at least* 2 words. There could be more words (and even sentences) as well¹.
3. Both the words of a Possessive Compound will be *nouns*. This for now is sufficient for beginners – as otherwise a Possessive Compound can take other forms as well.
4. Note the order in the following:

¹ You will learn about this later.



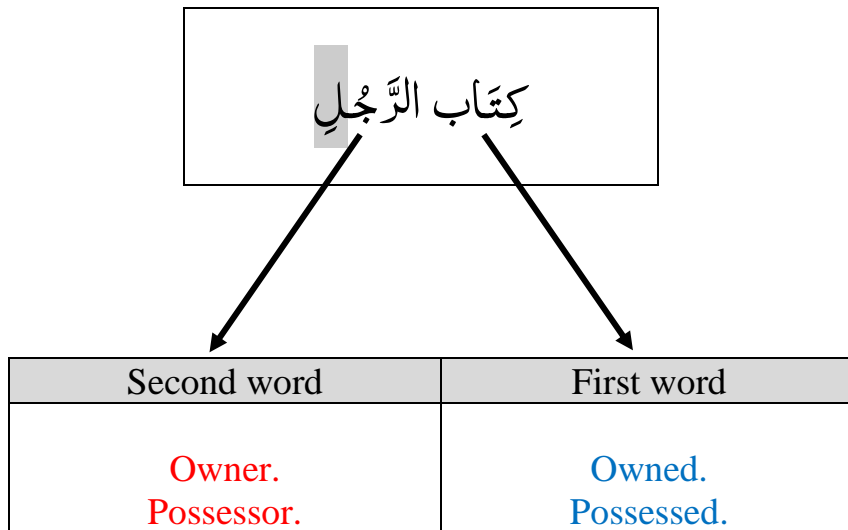
5. In English, the Possessor (owner) comes first. Refer to the examples given.
6. A Possessive Compound is NOT a complete sentence. Rather it is part of a sentence. Look at these examples:

| Sentence | Possessive Compound | |
|---|---------------------------|---|
| <p style="text-align: center;"><i>The man's book is new.</i></p> <p style="text-align: center;">(Subject & Predicate) <i>The Subject is a Possessive Compound.</i></p> | <i>The man's book.</i> | 1 |
| <p style="text-align: center;"><i>The boy's pen is broken.</i></p> <p style="text-align: center;">(Subject & Predicate) <i>The Subject is a Possessive Compound.</i></p> | <i>The boy's pen.</i> | 2 |
| <p style="text-align: center;"><i>The teacher's son ate the food.</i></p> <p style="text-align: center;">(Verb + Doer + Object) <i>The Doer is a Possessive Compound.</i></p> | <i>The teacher's son.</i> | 3 |
| <p style="text-align: center;"><i>I ate the boy's apple.</i></p> <p style="text-align: center;">(Verb + Doer + Object) <i>The Object is a Possessive Compound.</i></p> | <i>The boy's apple.</i> | 4 |

7. We use Possessive Compounds every day in our conversations.

The Possessive Compound in Arabic

1. In Arabic, the Possessed (owned) comes first.
2. Note the following:



3. The most important point to note is the Harakah:

The Possessor will ALWAYS contain a Kasra.

4. Because the Possessor (owner) comes first in English, we usually translate the Possessor first.
5. It is important to note TWO fundamental rules regarding the Possessed:

| | Rule | |
|--------|--|---|
| Rule 1 | The Possessed will NEVER contain the <i>definite article</i> (ال). | اَلْكِتَابُ الرَّجُلِ . ✘ |
| Rule 2 | The Possessed will NEVER contain Tanween (or the equivalent of Tanween ²). | كِتَابُ الرَّجُلِ . ✘ |

² You will learn about this later on.

Before we carry on, let us construct a few Possessive Compounds using the examples given earlier.

| Possessive Compound in Arabic | Vocabulary | | Possessive Compound | |
|-------------------------------|------------|-----------|-----------------------|---|
| كِتَابُ الرَّجُلِ | كِتَاب | رَجُل | The man's book. | 1 |
| قَلَمُ الْوَلَدِ | قَلَم | وَلَد | The boy's pen. | 2 |
| حِصَانُ الْمُهَنْدِسِ | حِصَان | مُهَنْدِس | The engineer's horse. | 3 |
| حِمَارُ زَيْدٍ | حِمَار | زَيْد | Zaid's donkey. | 4 |
| مِفْتَاحُ خَالِدٍ | مِفْتَاح | خَالِد | Khalid's key. | 5 |

Now construct the following:

| Possessive Compound in Arabic | Possessive Compound | |
|-------------------------------|-------------------------|---|
| | The tailor's pen. | 1 |
| | The blacksmith's house. | 2 |
| | The butcher's knife. | 3 |
| | Allah's house. | 4 |
| | Allah's light. | 5 |
| | Allah's messenger. | 6 |

After the attempting the above examples, you will have realised that although the Harakah of the Possessor (owner) is always a Kasra, the Harakah of the Possessed has NOT been given in the above examples.

This is because the Harakah of the Possessed is NOT fixed. The next section looks at this.

إِعْرَابُ الْمُضَافِ

The Harakah of the Possessed

1. As mentioned, the Possessor will ALWAYS contain a Kasra.
2. **The Harakah of the Possessed is NOT fixed.** It depends on *where it comes in a sentence.*
3. Look at the following examples and understand the reason of the Possessed's Harakah.

Example 1a:

| 2 | 1 |
|---|--------------------------------------|
| كِتَابُ الرَّجُلِ جَدِيدٌ. The man's book is new. | كِتَابُ الرَّجُلِ The man's book. |
| مبتدأ و خبر <i>The Subject is a Possessive Compound.</i> | Possessive Compound |

Example 1b:

| 2 | 1 |
|--|------------------------------------|
| قَلَمُ الْوَلَدِ مَكْسُورٌ. The boy's pen is broken. | قَلَمُ الْوَلَدِ The boy's pen. |
| مبتدأ و خبر <i>The Subject is a Possessive Compound.</i> | Possessive Compound |

Example 2a:

| 2 | 1 |
|--|--|
| أَكَلَ حِصَانُ الْمُهَنْدِسِ. The engineer's horse ate. | حِصَانُ الْمُهَنْدِسِ The engineer's horse. |
| فعل و فاعل <i>The Doer is a Possessive Compound.</i> | Possessive Compound |

Example 2b:

| 2 | 1 |
|--|--|
| ذَهَبَ حِمَارُ الْفَلَّاحِ. The farmer's donkey went. | حِمَارُ الْفَلَّاحِ. The farmer's donkey. |
| فعل و فاعل <i>The Doer is a Possessive Compound.</i> | Possessive Compound |

Example 3a:

| 2 | 1 |
|--|--|
| كَانَ مِفْتَاحُ الْبَيْتِ مَفْقُودًا. The house's key was lost. | مِفْتَاحُ الْبَيْتِ. The house's key. |
| كان + اسم + خبر | Possessive Compound |

Example 3b:

| 2 | 1 |
|---|---|
| كَانَ بَابُ السَّيَّارَةِ مَفْتُوحًا. The car's door was open. | بَابُ السَّيَّارَةِ. The car's door. |
| كان + اسم + خبر <i>The Noun of Kaana is a Possessive Compound.</i> | Possessive Compound |

In all of the above examples, the Possessed contains a Dhamma. However, *the reasons are different* in each set of examples.

Let us now look at examples where the Possessed contains a Fatha. Again, look at the examples carefully and understand the reason of the respective Harakah.

Example 1a:

| 2 | 1 |
|--|---|
| <p>قَرَأَ الطَّالِبُ كِتَابَ اللَّهِ .</p> <p>The student read Allah's book.</p> | <p>كِتَابَ اللَّهِ .</p> <p>Allah's book.</p> |
| <p>فعل + فاعل + مفعول به</p> <p><i>The Object is a Possessive Compound.</i></p> | <p>Possessive Compound</p> |

Example 1b:

| 2 | 1 |
|---|--|
| <p>يَأْكُلُ الطَّبِيبُ طَعَامَ الْمَطْعَمِ .</p> <p>The doctor is eating the restaurant's food.</p> | <p>طَعَامَ الْمَطْعَمِ .</p> <p>The restaurant's food.</p> |
| <p>فعل + فاعل + مفعول به</p> <p><i>The Object is a Possessive Compound.</i></p> | <p>Possessive Compound</p> |

Example 2:

| 2 | 1 |
|---|---|
| <p>إِنَّ بَيْتَ اللَّهِ جَمِيلٌ .</p> <p>Indeed Allah's house is beautiful.</p> | <p>بَيْتَ اللَّهِ .</p> <p>Allah's house.</p> |
| <p>إِنَّ + اسم + خبر</p> <p><i>The Noun of Inna is a Possessive Compound.</i></p> | <p>Possessive Compound</p> |

Conclusions

Conclusion 1:

| | |
|---|--|
| <div style="border: 1px solid black; padding: 5px; display: inline-block;"> كِتَابِ الرَّجُلِ </div> | |
| Possessor | Possessed |
| Fixed Harakah: Kasra | No fixed Harakah. Harakah depends on where it is in a sentence. |

Conclusion 2:

| | |
|---|--|
| <div style="border: 1px solid black; padding: 5px; display: inline-block;"> كِتَابِ الرَّجُلِ </div> | |
| Possessor | Possessed |
| Can contain either of them. | <i>Will never contain:</i> Tanween & Definite Article (ال). |

Terminology:

| | |
|---|---|
| <div style="border: 1px solid black; padding: 5px; display: inline-block;"> كِتَابِ الرَّجُلِ </div> | |
| Possessor | Possessed |
| مُضَافٌ إِلَيْهِ | مُضَافٌ |
| = | |
| Possessive Compound: | |
| الْمُرَكَّبُ الْإِضَافِيُّ | |
| The Possessive Compound is not a complete sentence. | |

Important!

As much as possible, when completing exercises, change each question (sentence) to different formats. This really helps in appreciating and understanding many aspects such as:

1. Different sentence structures.
2. Differences of the Harakaat.
3. Why a particular Harakah has been used.
4. The importance of using the correct Harakah and the impact of using an incorrect Harakah.
5. The resulting different meanings.

Look at this example:

Actual question:

إِنَّ حَقِيبَةَ الرَّجُلِ جَدِيدَةٌ.

After translating this sentence and appreciating the sentence structure and the reason of the respective Harakaat, convert this sentence to different formats and analyse / translate each sentence:

| Convert to and translate: | Type of sentence |
|--|------------------|
| كَانَتْ حَقِيبَةُ الرَّجُلِ جَدِيدَةً. | كَانَ |
| حَقِيبَةُ الرَّجُلِ جَدِيدَةٌ. | مبتدأ وخبر |

You can extend the above further, and make the possessive compound into an object:

أَخَذْتُ حَقِيبَةَ الرَّجُلِ.

More examples of the Possessive Compound

Think and place the correct Harakah on the Possessed. Do not forget to translate.

| In a sentence | الْمُرَكَّبُ الْإِصْفِيُّ | |
|--|------------------------------|---|
| <p>إِنَّ حَقِيبَةَ الرَّجُلِ جَدِيدَةٌ.</p> <p>.....</p> | <p>حَقِيبَةُ الرَّجُلِ</p> | 1 |
| <p>أَكَلْتُ بُرْتُقَالَ زَيْدٍ.</p> <p>.....</p> | <p>بُرْتُقَالَ زَيْدٍ</p> | 2 |
| <p>إِنَّ ابْنَ الْمُهَنْدِسِ شَرِيرٌ.</p> <p>.....</p> | <p>ابْنُ الْمُهَنْدِسِ</p> | 3 |
| <p>كَانَتْ نَظَّارَةَ الطَّالِبِ مَكْسُورَةً.</p> <p>.....</p> | <p>نَظَّارَةَ الطَّالِبِ</p> | 4 |
| <p>كَانَ حَلِيبُ الْبَقَرَةِ لَزِيدًا.</p> <p>.....</p> | <p>حَلِيبُ الْبَقَرَةِ</p> | 5 |
| <p>مَا كَتَبْتُ خَادِمَةَ التَّاجِرِ.</p> <p>.....</p> | <p>خَادِمَةَ التَّاجِرِ</p> | 6 |
| <p>مَا ذَهَبْنَا إِلَى سُوقِ الذَّهَبِ.</p> <p>.....</p> | <p>سُوقِ الذَّهَبِ</p> | 7 |
| <p>رَخَلُوا فِي حُجْرَةِ الْبَيْتِ.</p> <p>.....</p> | <p>حُجْرَةِ الْبَيْتِ</p> | 8 |

Extension

Extension 1:

Although we generally translate the possessor first, the possessed can also be translated first.

Note the following examples:

| Translation | Possessive Compound | |
|--|---------------------|----|
| The book <i>of</i> Allah. | كِتَابِ اللَّهِ | 1 |
| The food <i>of</i> the restaurant | طَعَامِ الْمَطْعَمِ | 2 |
| The prophet <i>of</i> Allah. | رَسُولِ اللَّهِ | 3 |
| The Lord <i>of</i> the people | رَبِّ النَّاسِ | 4 |
| The sword <i>of</i> Khalid | سَيْفِ خَالِدٍ | 5 |
| The water <i>of</i> the well. | مَاءِ الْبَيْْرِ | 6 |
| The water <i>of</i> the sea. | مَاءِ الْبَحْرِ | 7 |
| The day <i>of</i> Eid. | يَوْمِ الْعِيدِ | 8 |
| The day <i>of</i> reckoning. | يَوْمِ الْحِسَابِ | 9 |
| The day <i>of</i> Jumu'ah (gathering). | يَوْمِ الْجُمُعَةِ | 10 |

Extension 2:

As our sentences become a little more complex and bigger, it is VERY important to *analyse* the sentence BEFORE translating.

Look at this example of a basic analysis of a sentence:

يَطْبِخُ زَيْدٌ وَ خَالِدٌ طَعَامًا فِي مَطْبَخِ الْخَبَّازِ .

.....

| يَطْبِخُ | زَيْدٌ | وَ | خَالِدٌ | طَعَامًا | فِي | مَطْبَخِ | الْخَبَّازِ | |
|--------------|--------|-----|---------|----------|-------------|----------|-------------|-------------------------|
| فعل مضارع | اسم | حرف | اسم | اسم | حرف الجر | اسم | اسم | Basic analysis |
| فعل | فاعل | حرف | فاعل | مفعول به | حرف الجر | مضاف | مضاف إليه | Grammatical analysis |
| | | | | | | مجروس | | |

Now ask yourself:

- Where will you start the translation from and why?
- What would happen if you translated in *word order*?
- Translate the above sentence.

Exercise 1

Convert the following into a Possessive Compound:

| Translation | Possessive Compound | |
|-------------------------------|---------------------|---|
| The boy's hand. | | 1 |
| The teacher's bag. | | 2 |
| The house of Khalid. | | 3 |
| The beggar's bread. | | 4 |
| The Seeker of knowledge. | | 5 |
| The girl's fan. | | 6 |
| The school's exam. | | 7 |
| Room of sleeping (Bedroom) | | 8 |

Make sentences of the Possessive compounds, be creative: use a variety of difference sentence structures.

Do not forget to analyse and place the correct Harakaat.

| In a sentence | الْمُرَكَّبُ الْإِضَافِيُّ | |
|---------------|----------------------------|---|
| | The girl's fan. | 1 |
| | The house of Khalid. | 2 |
| | The teacher's hat. | 3 |
| | The school's exam. | 4 |
| | Room of sleeping | 5 |

Exercise 2

The Possessive Compound in a sentence

1. Analyse each sentence.
2. Think / analyse and place the correct Harakah on the Possessed.
3. Do not forget to translate.

| | |
|--|---|
| | |
| مِفْتَاحُ السَّيَّارَةِ مَفْقُودٌ | 1 |
| إِنَّ حَلِيبَ الشَّائِءِ رَخِيسٌ | 2 |
| كَانَ بُسْتَانُ مُحَمَّدٍ كَبِيرًا | 3 |
| جَلَسَ الْمَلِكُ فِي بُسْتَانِ مُحَمَّدٍ | 4 |
| فَتَحَتِ الْخَادِمَةُ صُنْدُوقَ التَّاجِرِ | 5 |
| حَمَلُوا الطَّعَامَ إِلَى قَصْرِ الْمَلِكِ | 6 |
| سَوْفَ أَحْفَظُ كِتَابَ اللَّهِ فِي مَدْرَسَةِ الْمُدِيرِ | 7 |
| نَشَرَبُ الْعَصِيرَ فِي مَطْعَمِ التَّاجِرِ | 8 |
| تَفْتَحُ أُخْتُ زَيْدٍ الْبَابَ | 9 |

Exercise 3

The Possessive Compound in a sentence

1. Construct the following sentences by filling in the blanks with a suitable missing word.
2. Think / analyse and place the correct Harakah.
3. Do not forget to translate.

| | |
|---|---|
| إِنَّ طَعَامَ لَزِيدٌ | 1 |
| كَانَ الرَّجُلِ ذَكِيًّا | 2 |
| ذَهَبَ التَّاجِرُ إِلَى خَالِدٍ | 3 |
| نَرْجِعُ مِنْ اللَّهُ | 4 |
| لَا تَأْكُلُ الْبِنْتُ الْمَطْعَمِ | 5 |
| وَزَيْرُ الْعِرَاقِ مِنْ عُرْفَةٍ | 6 |
| إِنَّ سَاعَةَ رَاحِيصَةً | 7 |
| إِنَّ هَدِيَّةً جَمِيلَةً | 8 |
| إِنَّ بَقْرَةَ سَمِينَةً | 9 |

From the Qur'an

1. Analyse each sentence.
2. Think / analyse and place the correct Harakah on the Possessed.
3. Do not forget to translate.

| | |
|--------------------------------|---|
| | |
| بِأَصْحَابِ الْفِيلِ. | 1 |
| | |
| لِإِيْلَافِ قُرَيْشٍ. | 2 |
| | |
| عَلَى طَعَامِ الْمَسْكِينِ. | 3 |
| | |
| جَاءَ نَصْرُ اللَّهِ. | 4 |
| | |
| يَدْخُلُونَ فِي دِينِ اللَّهِ. | 5 |
| | |
| أَعُوذُ بِرَبِّ النَّاسِ. | 6 |
| | |
| مِنْ شَرِّ الْوَسْوَاسِ. | 7 |
| | |
| فِي صُدُورِ النَّاسِ. | 8 |
| | |
| فِي أَحْسَنِ تَقْوِيمٍ. | 9 |
| | |

Vocabulary Bank

| | | |
|----|----------------------|-----------------------------|
| 1 | بُسْتَان | Garden |
| 2 | حَلِيب | Milk |
| 3 | خَادِمَة | Maid / Servant |
| 4 | سِبَاب | Insulting |
| 5 | عَمَل (أَعْمَال) | Action / Deed |
| 6 | مُحَاسِب | Accountant |
| 7 | تَلْمِيز | Student |
| 8 | خَاتِمَة (خَوَاتِيم) | Ending / End |
| 9 | مُؤْمِن | Believer |
| 10 | أُسْتَاذ | Teacher |
| 11 | سَفِير | Ambassador |
| 12 | شُرْطِي | Policeman |
| 13 | مَقْبَرَة | Graveyard |
| 14 | مَدِينَة | City |
| 15 | جَائِزَة | Prize |
| 16 | سِلَاح | Weapon |
| 17 | قِصَّة | Story |
| 18 | قَاعَة | Hall |
| 19 | دُعَاء | Supplication / Dua |
| 20 | مِرَاة | Mirror |
| 21 | فَرِيضَة | Obligation / Obligatory act |
| 22 | عُطْلَة | Holiday |
| 23 | صُنْدُوق | Box |
| 24 | سِجْن | Jail / Prison |

Numbers

الثَّلَاثَةُ إِلَى التِّسْعَةِ مَعَ عِشْرِينَ وَ أَخَوَاتِهِ

Numbers 3 to 10 with 10's

Memorise the following:

| Feminine | | Masculine |
|-------------------------|----|----------------------|
| ثَلَاثَةٌ وَعِشْرُونَ | 23 | ثَلَاثٌ وَعِشْرُونَ |
| أَرْبَعَةٌ وَعِشْرُونَ | 24 | أَرْبَعٌ وَعِشْرُونَ |
| خَمْسَةٌ وَعِشْرُونَ | 25 | خَمْسٌ وَعِشْرُونَ |
| سِتَّةٌ وَعِشْرُونَ | 26 | سِتٌّ وَعِشْرُونَ |
| سَبْعَةٌ وَعِشْرُونَ | 27 | سَبْعٌ وَعِشْرُونَ |
| ثَمَانِيَةٌ وَعِشْرُونَ | 28 | ثَمَانٍ وَعِشْرُونَ |
| تِسْعَةٌ وَعِشْرُونَ | 29 | تِسْعٌ وَعِشْرُونَ |

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