

Samir and His Brown Trousers

An Elementary-Level
Levantine Arabic Reader

by Habeeb Yaghy

Parallel Arabic-English Texts
Comprehension Questions
Discussion Questions
Exercises
Glossary
Audio Tracks



سمير وبنطلونو البنيّ

حبيب ياغي

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lingualism

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Introduction

In *Samir and His Brown Trousers*, Habeeb Yaghy draws Samir as one child among many children worldwide that have likes and dislikes, desires, fears, and secrets but whose parents—overprotective ones in particular—fail to provide them the choice to explore their personalities.

Habeeb Yaghy is certain that his readers—basically, learners of **Levantine Arabic** as a foreign language—will enjoy the story while improving their Arabic language skills and learning about Lebanon's cultural context vividly addressed inside the book.

Before you dive into the story, you are encouraged to answer (or at least think about) the pre-reading questions (p. 2) and study the glossary (p. 92-97) to prepare yourself and make the reading experience more enjoyable.

Each page in Arabic is followed by its English translation, so that you can easily find the equivalents of unknown words and phrases or challenging sentences.

Post-reading activities will help you check your understanding and actively use vocabulary and expressions from the story.

You can make use of the accompanying audio track in a number of ways, depending on your learning preferences and needs. Listen as you follow along silently while reading the text, shadow the narrator to improve your pronunciation and intonation, or listen again (hours, days, weeks) after reading to see how much you can understand.

Visit www.lingualism.com/audio, where you can find the **free accompanying audio** to download or stream (at variable playback rates)



This book is also available in Modern Standard Arabic at www.lingualism.com.

أَسْئَلَةُ قَبْلِ الْقَرَاءَةِ

تُطَلَّعُوا عَلَى صُورَةٍ غِلَافِ الْكِتَابِ.

مِنْ بِالصُّورَةِ؟

وَيَنْ هُنِي؟

شَوْ عَم يَعْمَلُوا هَوْنِيكَ؟

بِأَيِّ فِصْلٍ مِنَ السَّنَةِ هَيَّي

الصُّورَةِ؟



إِسْمُ الْقِصَّةِ "سَمِيرُ وَبَنُطْلُونُو الْبَنِيِّ".

بِرَأْيِكُنْ، مِمَّنْ هُوَ سَمِيرُ؟

هُوَ وَلَدٌ سَعِيدٌ؟ لَيْشَ إِيَّاهُ أَوْ لَيْشَ لَا؟

هَوْدِي الثِّيَابِ حُلُونِ؟

بِتَحِبُّوا أَلْوَانَ ثِيَابِ الْوَلَدِ؟

بِرَأْيِكُنْ، بِحَبِّ سَمِيرِ بَنُطْلُونُو؟

Before Reading

Look at the book cover.

Who is in the picture?

Where are they?

What are they doing there?

In what season of the year is this picture?

The story title is “Samir and His Brown Trousers.”

In your opinion, who is Samir?

Is he a happy boy? Why?

Are these clothes nice?

Do you like the colors of the boy’s clothes?

In your opinion, does Samir like his trousers?

Prologue

It is the first month of the year, and Beirut is witnessing stormy weather associated with dense clouds and strong and cold winds. In such terrible weather, people in the capital of Lebanon normally throw on heavy wool clothes, usually dark in



color, as one way of staying warm. And in a small family living close to downtown Beirut, a little boy's mother worries about her only little child, Samir, being cold at school. To keep Samir warm, Umm Samir (Samir's mother), together with her husband, gets involved in the boy's decision by making him pick her plan. This will bring the boy sadness that starts at home and continues inside the classroom.

Samir, now a grandfather, goes back in time to that January day while waiting for dinner at his son's home. He can never forget the grief and disappointment he experienced in the class of Arabic language that day. He recounts what happens at school to Adel and Maya, the two grandchildren who enjoy the fun story.

سمير وبنطلونو البني

سمير عم يُخبرُ أحفادو الثَّينَ عن هَيْدَاكِ الْيَوْمِ مِنْ إِيَّامِ شَهْرِ
كَانُونِ الثَّانِي. كَانَ بِالصَّفِّ الثَّلَاثِ إِبْتِدَائِي بِمَدْرَسَةِ لِلرَّهْبَانِ¹،
وَكَانَتِ الْمَدْرَسَةُ بِوَسْطِ مَدِينَةِ بَيْرُوتِ.

هَيْدَاكِ الْيَوْمِ كَانَ شَاتِي وَفِيهِ رِيحٌ قَوِيَّةٌ. الْجَوُّ كَانَ بَارِدٍ كَثِيرٍ.
حَرَارَتُو تِسْعِ دَرَجَاتٍ. وَكَانَ بِالسَّمَاءِ فِي غُيُومٍ سَوْدٍ عَمٍ يَلْعَبُ فِيهِ
الْهَوَا يَمِينٌ وَشَمَالٌ، يُرْفَعُ الْغُيُومُ لَفَوْقَ وَبَعْدَانِ يُزِمِّي الْغُيُومَ
لَتَحْتَ. هَيْكَ يَوْمٍ مِنْ إِيَّامِ الشَّتِي بِبَيْرُوتِ هُوَ يَوْمٌ رَمَادِي. هَيْكَ
يَوْمٌ هُوَ يَوْمٌ حَزِينٌ.

هُوَ كَمَا كَانَ حَزِينٌ. كُلُّ يَوْمِ الصُّبْحِ يُحْمَلُ شَنْطُتُو
وَيُضْهِرُ مِنَ الْبَيْتِ السَّاعَةَ سِتَّةً وَنُصَّ، وَيَنْظُرُ بِأَصْ الْمَدْرَسَةِ عِ
الطَّرِيقِ.

بَسَّ هَيْدَا الصُّبْحِ هُوَ مَشَّ وَحْدُو. إِمَّوْ وَاقِفَةً حَدَّوْعِ الطَّرِيقِ. هُوَ
كَانَ لَابَسَ تَرَانْشُكُوتِ وَحَاطِطِ بُرْنَيْطَةِ صُوفٍ، وَهِيَ لَابَسَةِ رُوبِ
صُوفٍ بَسَّ مَشَّ حَاطَةً بُرْنَيْطَةً.

Samir is telling his two grandchildren about a January day. He was in the third grade of elementary school. The school was run by monks¹ and was located in downtown Beirut.

That day was rainy and very windy. The weather was very cold. The temperature was nine degrees. There were black clouds in the sky with which the air played left and right, lifting them up and then throwing them down. A day like this in Beirut is a gray day. A day like this is a sad day.

He, too, was sad. Every morning he would pick up his bag, leave the house at half past six, and wait for the school bus on the street.

But that morning, he was not alone. His mother was standing next to him on the street. He was wearing his coat and a wool hat, and she was wearing a wool robe but no hat.

¹ Private education in Lebanon is mostly dependent on religious institutions, among which are the Catholic schools, whose foundation dates back to the 17th century and which offer high-level academics with students learning in three languages: Arabic, French, and English.

أَسْئَلَةُ الْفَهْمِ

1. بِأَيِّ صَفٍّ كَانَ سَمِيرٌ؟
2. بِأَيِّ مَدْرَسَةٍ دَرَسَ سَمِيرٌ؟
3. كَيْفَ كَانَ الْجَوُّ بِهَيْدَاكَ الْيَوْمَ مِنْ إِيَّامِ شَهْرِ كَانُونِ الثَّانِي؟
4. كَانَ سَمِيرٌ مُبْسُوطَ بِهَيْدَاكَ الْيَوْمَ؟
5. وَإِنْ يُنْتَظَرُ سَمِيرُ الْبَاصِ كُلِّ يَوْمٍ؟
6. كَانَ سَمِيرٌ وَخَدُوهُ الطَّرِيقَ بِهَيْدَاكَ الْيَوْمَ؟
7. لَيْشَ لَيْسَ سَمِيرٌ تُرَانْشُكُوتَ وَحَطَّ بُرْنِيْطَةُ؟
8. وَإِنْ بِالْبَاصِ قَعَدَ سَمِيرٌ؟
9. لَيْشَ كَانَ سَمِيرٌ مِثْلَ شَجَرَةٍ؟
10. وَإِنْ كَانُوا قَاعْدِينَ سَمِيرٌ وَأَحْفَادُو الثَّنِينَ؟
11. قَدِيشَ عُمَرُ الْوَلَدَيْنِ؟
12. كَيْفَ يُيَوِّصُفُ سَمِيرُ التَّلْمِيزِ أَمِينٌ؟

Comprehension Questions

1. What grade was Samir in at school?
2. Where did Samir go to school?
3. What was the weather like on that January day?
4. Was Samir happy that day?
5. Where does Samir wait for the bus every day?
6. Was Samir alone on the street waiting for the school bus that day?
7. Why did Samir wear a coat and a hat?
8. Where did Samir sit on the bus?
9. Why did Samir look like a tree?
10. Where were Samir and his two grandchildren sitting?
11. How old are the two children?
12. How does Samir describe the student Amin?

صحّ أو غلط أو ما مُنْعَرِف؟

صحّ الجُمْلَة الغلط.

1. — كانت مدرّسة سمير قريّة من مدينة بَيرُوت.
2. — كلّ يوم يُنْطَرُ سمير باص المدرّسة مع إمّو.
3. — إمّ سمير بِتُخَبِّرُ إنا قصص بِتُضَحِّكُ لأنّو كان حزين.
4. — بالباص قعد سمير حدّ تَلْمِيز تاني.
5. — المُعلِّمة طلبت من أمين إنّو يَكْتُبُ أربع كَلِمات ع اللّوح.
6. — أمين خطّو حلو وبنطلونو نُضيف.
7. — مُعلِّمة اللّغة العربيّة بمدرّسة سمير كانت تُعَصِّبُ ع التّلْمِيز الكِسْلان.
8. — مايا بِتُحِبُّ مُعلِّمة اللّغة العربيّة بمدرّستها.
9. — كتب أمين كلّ الكَلِمات غلط.

True, False, or Unknown?

Correct the wrong sentence.

1. _____ Samir's school was close to the city of Beirut.
2. _____ Every day, Samir would wait for the school bus with his mother.
3. _____ Samir's mother would tell her son funny stories because he was sad.
4. _____ On the bus, Samir sat next to another student.
5. _____ The teacher asked Amin to write four words on the board.
6. _____ Amin has beautiful handwriting, and his trousers are clean.
7. _____ The Arabic language teacher at Samir's school used to get angry at the lazy student.
8. _____ Maya loves the Arabic teacher at her school.
9. _____ Amin spelled all the words wrong.

عَبِّ الْفَرَاغَ بِالْعِبَارَةِ الْمُنَاسِبَةِ.

1. كَانَ هَيْدَاكَ الْيَوْمَ يَوْمَ _____ وَفِيهِ رِيحٌ قَوِيَّةٌ.
أ. حِلْوٌ ب. شَاتِي ج. قَصِيرٌ
2. هَيْدَا يَوْمَ _____ وَحَزِينٌ.
أ. رُمَادِي ب. نَشِيطٌ ج. هَوَا
3. إِمْرٌ سَمِيرٌ وَاقِفَةٌ _____ عِطْرُ الطَّرِيقِ.
أ. قِدَامُو ب. حَدُّو ج. عَلَى يَسَارُو
4. إِمْرٌ سَمِيرٌ لَابِسَةٌ _____.
أ. رُوبٌ صَوْفٌ ب. بُرْنِيَّةٌ كُبَيْرَةٌ ج. بُرْنِيَّةٌ صَوْفٌ
5. قَالَ سَمِيرٌ "صَبَاحَ الْخَيْرِ" لِلشُّوفِيرِ بَسَّ _____.
أ. بِفَرَحٍ ب. بِخَوْفٍ ج. بِخَجَلٍ
6. مُعَلِّمَةٌ سَمِيرٌ كَانَتْ _____.
أ. تُخَبِّرُ نِكْتَ ب. تُقُولُ صَبَاحَ الْخَيْرِ ج. تُعَصَّبُ

Fill in the blank with the appropriate phrase.

1. That day was a _____ day with strong wind.
a. nice b. rainy c. short
2. This is _____ and sad day.
a. a gray b. an energetic c. air
3. Samir's mother is standing _____ on the street.
a. in front of him b. next to him c. on his left
4. Samir's mother wears _____.
a. A wool robe b. a big hat c. a wool hat
5. Samir said "good morning" to the bus driver, but _____.
a. with pleasure b. fearfully c. shyly
6. Samir's teacher used to _____.
a. tell jokes b. say good morning c. get angry

الأجوبة

أُسْئَلَةُ الْفَهْمِ

1. كان سمير بِالصَّفِّ الثَّالِثِ الْإِبتِدَائِيِّ.
2. درس سمير بِمَدْرَسَةٍ لِلرُّهْبَانِ بِوَسْطِ مَدِينَةِ بَيْرُوتِ.
3. بِهَيْدَاكَ الْيَوْمَ مِنْ إِيَّامِ شَهْرِ كَانُونِ الثَّانِي، كَانَ الْجَوُّ بَارِدًا وَشَاتِي وَفِيهِ رِيحٌ قَوِيَّةٌ.
4. لَأَنَّ بِهَيْدَاكَ الْيَوْمَ، سَمِيرٌ كَانَ حَزِينًا.
5. كُلَّ يَوْمٍ يَنْتَظِرُ سَمِيرُ الْبَاصَ عِطْرَ الطَّرِيقِ.
6. لَأَنَّ بِهَيْدَاكَ الْيَوْمَ، سَمِيرٌ مَا كَانَ وَحْدَهُ عِطْرَ الطَّرِيقِ. كَانَتْ إِمُّو مَعَهُ.
7. لَيْسَ سَمِيرٌ تُرَانْشُكُوتَ وَحَطَّ بُرْيَيْطَةُ لِأَنَّ الْجَوَّ كَانَ بَارِدًا.
8. بِالْبَاصِ سَمِيرٌ قَعَدَ عِطْرَ الْمَقْعَدِ الْآخِرِ.
9. كَانَ سَمِيرٌ مِثْلَ شَجَرَةٍ لِأَنَّوْ بَنْطَلُونُو لَوْنُو بَنِي وَكَنْزَتُو خَضْرَاءَ.

Answer Key

Comprehension Questions

1. Samir was in the third grade of elementary school.
2. Samir went to a school run by monks and located in downtown Beirut.
3. On that January day, the weather was cold, rainy, and very windy.
4. No, he wasn't. On that day, Samir was sad.
5. Every day, Samir waits for the bus on the street.
6. No, he wasn't waiting for the bus alone. His mother was standing next to him.
7. Sami wore a coat and a hat because the weather was cold.
8. On the bus, Samir sat in the back seat.
9. Samir looked like a tree because his trousers were brown and his sweater green.

Glossary

Nouns

Irregular plural nouns are shown in parentheses. ج. = pl. (plural)

dining room	أَوْضَة سُفْرَة (ج. أَوْض سُفْرَة)
dictation, spelling	إِمْلَا
composition	إِنْشَا (ج. إِنْشَايَات)
the imperative (in grammar)	الْأَمْر
hat	بُرْنَيْطَة (ج. بُرَانِيْط)
cookies	بَسْكُوْط
trousers, pants	بَنْطَلُون (ج. بَنْطَالِيْن)
Beirut	بَيْرُوْط
aunt	تَانَتْ
neighbor	جَار (ة) (ج. جِيْرَان / جَارَات)
grief	حِزْن (ج. أَحْزَان)
sweet (pastry, confection)	حَلُو (ج. حَلَوِيَات)
neighborhood	حَيَّ (ج. إِحْيَا)
embarrassment	خَجَل