

# Samir and His Brown Trousers

**An Elementary-Level  
Modern Standard Arabic Reader**

**by Habeeb Yaghy**

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



# سَمِيرٌ وَبِنْطَالُهُ الْبُنِّيُّ

حبيب ياغي

## Samir and His Brown Trousers

An Elementary-Level  
Modern Standard Arabic Reader  
by Habeeb Yaghy



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 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](http://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 Levantine Arabic at [www.lingualism.com](http://www.lingualism.com).**

## أَسْئَلُهُ مَا قَبْلَ الْقِرَاءَةِ

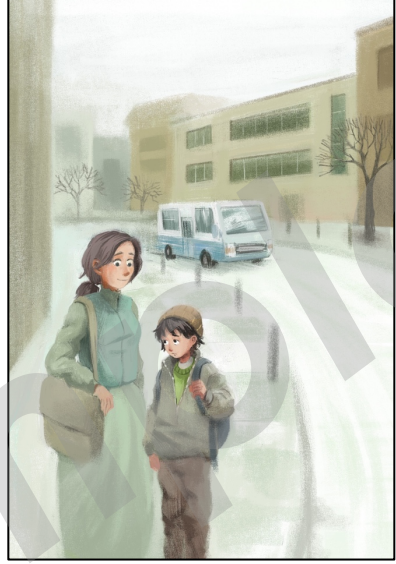
أَنْظُرُوا إِلَى صُورَةٍ غِلَافِ الْكِتَابِ.

مَنْ فِي الصُّورَةِ؟

أَيُّنَ هُمَا؟

مَاذَا يَفْعَلَانِ هُنَاكَ؟

فِي أَيِّ فَصْلِ مِنَ السَّنَةِ هَذِهِ  
الصُّورَةُ؟



إِسْمُ الْقِصَّةِ "سَمِيرُ وَبَنْطَالُهُ الْبُيِّي".

فِي رَأْيِكُمْ، مَنْ هُوَ سَمِيرُ؟

هَلْ هُوَ وَلَدٌ سَعِيدٌ؟ لِمَ نَعَمْ أَوْ لِمَ لَا؟

هَلْ هَذِهِ الْمَلَابِسُ جَمِيلَةٌ؟

هَلْ تُحِبُّونَ أَلْوَانَ ثِيَابِ الْوَلَدِ؟

فِي رَأْيِكُمْ، هَلْ يُحِبُّ سَمِيرُ بَنْطَالَهُ؟

## 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.



## سَمِيرٌ وَبِنْطَالُهُ الْبُنِّيُّ

يَرْوِي سَمِيرٌ لِحَفِيدَيْهِ عَنْ ذَلِكَ الْيَوْمِ مِنْ أَيَّامِ شَهْرِ يَنَازِيرَ.  
كَانَ فِي الصَّفِّ الثَّالِثِ الْإِبْتِدَائِيِّ فِي مَدْرَسَةِ لِلرُّهْبَانِ<sup>1</sup>، وَكَانَتْ  
الْمَدْرَسَةُ فِي وَسْطِ مَدِينَةِ بَيْرُوتَ.

ذَلِكَ الْيَوْمُ كَانَ مُمَطِّرًا وَكَانَ فِيهِ رِيحٌ شَدِيدَةٌ. الْجَوُّ كَانَ بَارِدًا  
جِدًّا. حَرَارَتُهُ تَسْعُ دَرَجَاتٍ. وَفِي السَّمَاءِ غُيُومٌ سَوْدَاءُ كَانَ  
الْهَوَاءُ يَلْعَبُ بِهَا يَمِينًا وَيَسَارًا، يَرْفَعُهَا إِلَى فَوْقِ ثَمَّ يَزِمِيهَا إِلَى  
تَحْتِ. يَوْمٌ مِثْلُ هَذَا مِنْ أَيَّامِ الشِّتَاءِ فِي بَيْرُوتَ هُوَ يَوْمٌ  
رَمَادِيٌّ. يَوْمٌ مِثْلُ هَذَا هُوَ يَوْمٌ حَزِينٌ.

هُوَ أَيْضًا كَانَ حَزِينًا. كُلَّ صَبَاحٍ كَانَ يَحْمِلُ شَنْطَتَهُ وَيَخْرُجُ  
مِنَ الْمَنْزِلِ فِي السَّاعَةِ السَّادِسَةِ وَالنِّصْفِ وَيَنْتَظِرُ بَاصَ  
الْمَدْرَسَةِ فِي الشَّارِعِ.

لَكِنْ فِي ذَلِكَ الصَّبَاحِ، مَا كَانَ وَحْدَهُ. كَانَتْ أُمُّهُ تَقِفُ بِجَانِبِهِ  
فِي الشَّارِعِ. هُوَ كَانَ يَلْبَسُ مِعْطَفَهُ وَيَضَعُ قُبْعَهُ مِنَ الصَّوْفِ،  
وَهِيَ تَلْبَسُ رِدَاءً مِنَ الصَّوْفِ لَكِنْ لَا تَضَعُ قُبْعَةً.

Samir is telling his two grandchildren about a January day. He was in the third grade of elementary school. The school was run by monks<sup>1</sup> 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.

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<sup>1</sup> 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. في أَيِّ صَفٍّ كَانَ سَمِيرٌ؟
2. فِي آيَةِ مَدْرَسَةِ دَرَسَ سَمِيرٌ؟
3. كَيْفَ كَانَ الْجَوُّ فِي ذَلِكَ الْيَوْمِ مِنْ أَيَّامِ شَهْرِ يَنَايِرَ؟
4. هَلْ كَانَ سَمِيرٌ سَعِيدًا فِي ذَلِكَ الْيَوْمِ؟
5. أَيْنَ يَنْتَظِرُ سَمِيرٌ الْبَاصَ كُلَّ يَوْمٍ؟
6. هَلْ كَانَ سَمِيرٌ وَحْدَهُ فِي الشَّارِعِ يَنْتَظِرُ بَاصَ الْمَدْرَسَةِ فِي ذَلِكَ الْيَوْمِ؟
7. لِمَاذَا لَبَسَ سَمِيرٌ مِعْطَفًا وَوَضَعَ قُبْعَةً؟
8. أَيْنَ جَلَسَ سَمِيرٌ فِي الْبَاصِ؟
9. لِمَاذَا كَانَ سَمِيرٌ مِثْلَ شَجَرَةٍ؟
10. أَيْنَ كَانَ يَجْلِسُ سَمِيرٌ وَحَفِيدَاهُ؟
11. كَمْ عُمُرُ الْوَلَدَيْنِ؟
12. كَيْفَ يَصِفُ سَمِيرٌ التِّلْمِيذَ أَمِينًا؟

## 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?

## صَحِيحُ أَمِّ خَطَأُ أَمْ لَا نَعْرِفُ؟ صَحِّحِ الْجُمْلَةَ الْخَطَأَ.

1. — كَانَتْ مَدْرَسَةُ سَمِيرٍ قَرِيبَةً مِنْ مَدِينَةِ يَئُورُوتَ.
2. — كُلَّ يَوْمٍ يَنْتَظِرُ سَمِيرٌ بَاصَ الْمَدْرَسَةِ مَعَ أُمِّهِ.
3. — أُمُّ سَمِيرٍ تَزُورِي لِابْنِهَا قِصَصًا مُضْحِكَةً لِأَنَّهُ كَانَ حَزِينًا.
4. — فِي الْبَاصِ جَلَسَ سَمِيرٌ بِجَانِبِ تَلْمِيذٍ آخَرَ.
5. — الْمُعَلِّمَةُ طَلَبَتْ مِنْ أَمِينٍ أَنْ يَكْتُبَ أَرْبَعَ كَلِمَاتٍ عَلَى السَّبَّوْرَةِ.
6. — أَمِينٌ خَطُّهُ جَمِيلٌ وَبِنِطَالُهُ نَظِيفٌ.
7. — مُعَلِّمَةُ اللُّغَةِ الْعَرَبِيَّةِ فِي مَدْرَسَةِ سَمِيرٍ كَانَتْ تَغْضَبُ عَلَى التَّلْمِيذِ الْكَسُولِ.
8. — مَايَا تُحِبُّ مُعَلِّمَةُ اللُّغَةِ الْعَرَبِيَّةِ فِي مَدْرَسَتِهَا.
9. — كَتَبَ أَمِينُ الْكَلِمَاتِ كُلَّهَا خَطَأً.

## 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.

## إِمْلَأِ الْفَرَاغَ بِالْعِبَارَةِ الْمُنَاسِبَةِ.

1. كَانَ ذَلِكَ الْيَوْمَ يَوْمًا \_\_\_\_\_ وَفِيهِ رِيحٌ شَدِيدَةٌ.  
أ. جَمِيلًا      ب. مُمَطِّرًا      ج. قَصِيرًا
2. هَذَا يَوْمٌ \_\_\_\_\_ وَحَزِينٌ.  
أ. رَمَادِيٌّ      ب. نَشِيطٌ      ج. هَوَاءٌ
3. أُمُّ سَمِيرٍ تَقِفُ \_\_\_\_\_ فِي الشَّارِعِ.  
أ. أَمَامَهُ      ب. بِجَانِبِهِ      ج. عَلَى يَسَارِهِ
4. أُمُّ سَمِيرٍ تَلْبَسُ \_\_\_\_\_ .  
أ. رِدَاءً مِنْ الصَّوْفِ      ب. قُبْعَةً كَبِيرَةً      ج. قُبْعَةً مِنْ الصَّوْفِ
5. قَالَ سَمِيرٌ "صَبَاحُ الْخَيْرِ" لِسَائِقِ الْبَاصِ لَكِنْ \_\_\_\_\_.  
أ. بِسُرُورٍ      ب. بِخَوْفٍ      ج. بِحَجَلٍ
6. مُعَلِّمَةُ سَمِيرٍ كَانَتْ \_\_\_\_\_.  
أ. تَقُولُ التُّكْتُ      ب. تَقُولُ صَبَاحَ الْخَيْرِ      ج. تَغْضَبُ
7. كَتَبَ أَمِينُ الْكَلِمَاتِ لَكِنْ كَانَ عِنْدَهُ \_\_\_\_\_.  
أ. خَطٌّ جَمِيلٌ      ب. أخطاءٌ      ج. دَفْتَرٌ مُرْتَبِّ



## 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
7. Amin wrote the words but had \_\_\_\_\_.  
a. beautiful handwriting      b. errors      c. a tidy book

# الإجاباتُ

## إجاباتُ أسئلةِ الفهم

1. كَانَ سَمِيرٌ فِي الصَّفِّ الثَّالِثِ الْإِبْتِدَائِيِّ.
2. دَرَسَ سَمِيرٌ فِي مَدْرَسَةٍ لِلرُّهْبَانِ فِي وَسْطِ مَدِينَةِ يَروُثَ.
3. فِي ذَلِكَ الْيَوْمِ مِنْ أَيَّامِ شَهْرِ يَنَآيَرِ كَانَ الْجَوُّ بَارِدًا وَمُمْطِرًا وَفِيهِ رِيحٌ شَدِيدَةٌ.
4. لَا. فِي ذَلِكَ الْيَوْمِ، كَانَ سَمِيرٌ حَزِينًا.
5. كُلَّ يَوْمٍ يَنْتَظِرُ سَمِيرٌ الْبَاصَ فِي الشَّارِعِ.
6. لَا، فِي ذَلِكَ الْيَوْمِ مَا كَانَ سَمِيرٌ وَحْدَهُ فِي الشَّارِعِ يَنْتَظِرُ بَاصَ الْمَدْرَسَةِ. كَانَتْ أُمُّهُ مَعَهُ.
7. لَبَسَ سَمِيرٌ مِعْطَفًا وَوَضَعَ قُبْعَةً لِأَنَّ الْجَوَّ كَانَ بَارِدًا.
8. فِي الْبَاصِ جَلَسَ سَمِيرٌ عَلَى الْمَقْعَدِ الْآخِرِ.
9. كَانَ سَمِيرٌ مِثْلَ شَجَرَةٍ لِأَنَّ بِنْطَالَهُ لَوْنُهُ بُيَّيٌّ وَكَثَرَتْهُ خَضِرَاءُ.

# 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)

sofa	أَرِيكَةٌ (ج. أَرَائِكُ)
dictation, spelling	إِمْلَاءٌ
composition	إِنشَاءٌ (ج. إِنِشَاءَاتُ)
the imperative (in grammar)	الْأَمْرُ
cookies	بَسْكَوِيَّتٌ
trousers, pants	بَنْطَالٌ (ج. بَنْطَالِيٌّ)
parlor (formal sitting room for entertaining guests)	بَهْوٌ (ج. أَبْهَاءٌ)
Beirut	بَيْرُوتٌ
aunt	تَانَتْ
heating	تَدْفِئَةٌ
neighbor	جَارٌ (ه) (ج. جِيرَانٌ / جَارَاتُ)
grief	حُزْنٌ (ج. أَحْزَانٌ)
sweet (pastry, confection)	حَلَوَى (ج. حَلَوِيَّاتُ)
neighborhood	حَيٍّ (ج. أَحْيَاءٌ)