

خطة درس كتابة رواية الحلم 3 Cycle



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف التاسع العام ⇨ لغة انجليزية ⇨ الفصل الثالث ⇨ ملفات متنوعة ⇨ الملف

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ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف التاسع العام



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف التاسع العام والمادة لغة انجليزية في الفصل الثالث

ورقة عمل تفسير الأحلام والتفكير الناقد

1

ورقة عمل زمن الماضي البسيط والماضي المستمر

2

اختبارات شاملة لوحدة المجتمعات متعددة الثقافات والهندسة المعمارية غير محلول

3



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



CYCLE 3

ENGLISH LANGUAGE

9 GEN



Cycle 3 English Language



Lesson 31-32

Skill: Writing and Representing

Topic: Narrating a Dream

Lesson Goal

Students write a dream narrative by sequencing events and describing the scene and feelings.

Student Learning Outcomes

- Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience in writing.
- Use a range of cohesive devices, and referencing or substitution to connect ideas in written or multimodal texts that are generally coherent.

Key Vocabulary

theater, audience, grabbed, suddenly, scared, excited, surprised, shouted, monologue

Handouts:

[Handout 1](#)

[Handout 2](#)

Useful Links:

[G.14.1 Past simple](#)

[G.14.3 Past continuous](#)

[Writing Rubric](#)

This lesson is adapted from NI Reading and Writing coursebook pages 115-120. Some activities have been adapted or created using the PowerPoint (Coursebook activities 2-4 can be completed in the coursebook.).



Lesson 31-32: Writing and Representing

Topic: Narrating a Dream

Lesson Goal

Write a short dream story by putting events in order and describing the scene and how you felt.

In this lesson, I will learn how to...

- *write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why.*
- *use different words to join my ideas and use words like “the dream”, “the events”, or “that moment” to refer back to ideas instead of repeating the same words, so my writing is mostly clear.*

Key Vocabulary

theater, audience, grabbed, suddenly, scared, excited, surprised, shouted, monologue

Lesson 31-32

Warm-up

Get ready

Activity 1

Activity 2

Activity 3

Cool down

Plenary &
Reflection

Warm-up: Think About Dreams

Look at the pictures. Discuss with your partner.

- What can you see?
- How does the dream feel?
- Is it calm, strange, funny, or scary?

Then answer:

Have you ever had a strange or interesting dream?



Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
Reflection

Notice a Dream Narrative

Think back to the dream narrative you read last lesson.

Work with your partner.

- Where did the dream happen?
- What happened first? What happened next?
- How did the writer feel at the beginning and at the end?

Be ready to share one idea.



Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
Reflection

Getting Ready: Stories and Dream Narratives

Reading and Writing book, page 115, Activity 2

Work with a partner. Compare narrating stories and narrating dreams.
Are there similarities or differences? Make notes in the chart.

	Story	Dream Narrative
Setting (Where does the dream take place?)		
People		
Events / Actions		
Mood / Feelings		
Thoughts		
Time (of day, season, etc.)		
Outcome (What happens at the end ?)		

Be ready to share one idea.

Lesson 31-32

Warm-up

Get ready

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Plenary &
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Getting Ready: Stories and Dream Narratives
Reading and Writing book, page 115, Activity 2

	Story	Dream Narrative
Setting (Where does the dream take place?)	real or imaginary places	strange or mixed places
People	clear characters	familiar or unknown people
Events / Actions	logical sequence	sudden, unexpected events
Mood / Feelings	feelings change slowly	strong, fast-changing feelings
Thoughts	clear thoughts	confusing or sudden thoughts
Time (of day, season, etc.)	clear time (day/night)	unclear or changing time
Outcome (What happens at the end?)	clear ending	sudden ending / waking up

Lesson 31-32

Warm-up

Get ready

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Plenary & Reflection

Language Focus: Past Simple vs Past Continuous – Meaning

Read the sentences from the dream narrative.

*I **was sitting** in the front row.*

*Some people **were chatting** happily.*

*Then the lights **dimmed**.*

1. Which sentences describe what was ~~already happening~~ **already happening**?
2. Which sentence describes what ~~suddenly happened~~ **suddenly happened**?

Be ready to explain your ideas.

Notice

Past continuous → background (already happening)

Past simple → sudden action (change)

Lesson 31-32

Warm-up

Get ready

Activity 1

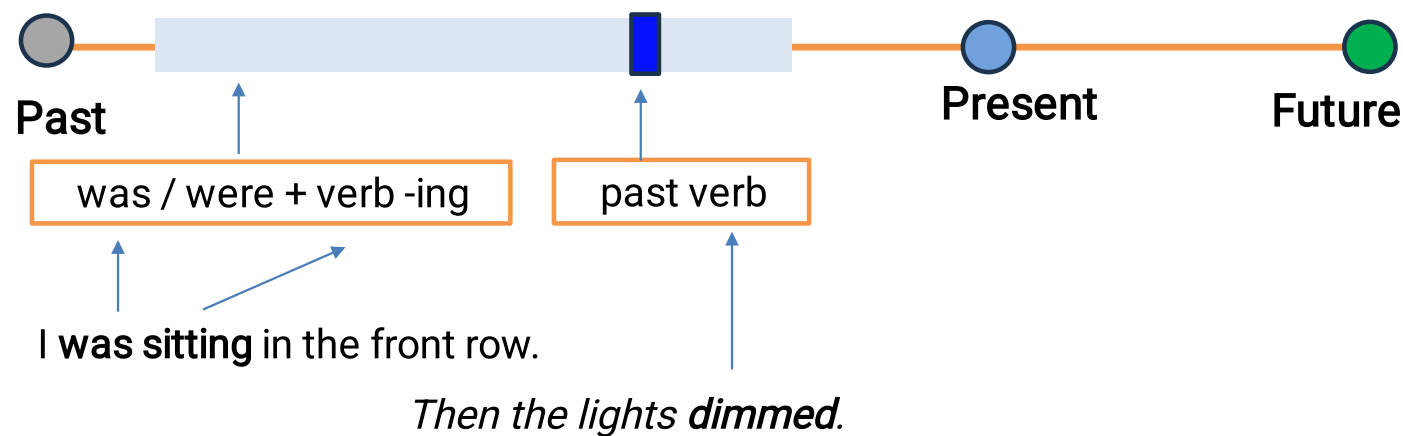
Activity 2

Activity 3

Cool down

Plenary &
Reflection

Language Focus: Past Simple vs Past Continuous – Form



Notice

Past continuous: was / were + verb-ing

Past simple: past verb

Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
Reflection

Language Focus: Past Simple vs Past Continuous – Phonology

Listen and Notice

-ed can sound in three ways

Sound	What you hear	Example	Listen
/t/	short, strong	looked stopped finished	
/d/	smooth sound	listened cried smiled	
/ɪd/	extra syllable	wanted needed visited	

Notice

- If the verb already ends in /t/ or /d/ → say /ɪd/
- If your **voice stops** before -ed → say /t/
- If your **voice continues** into -ed → say /d/

Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
Reflection

Language Focus: Past Simple vs Past Continuous Practice (Handout 1)

1. I _____ (walk / was walking) through a dark street
when I _____ (hear / was hearing) a strange noise.

2. People _____ (talk / were talking) quietly
when the teacher suddenly _____ (enter / entered) the room.

3. I _____ (sit / was sitting) on a bus
when it suddenly _____ (stop / was stopping).

4. We _____ (dream / were dreaming) about flying
when we _____ (fall / fell) from the sky.

Lesson 31-32

Warm-up

Get ready

Activity 1

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Activity 3

Cool down

Plenary &
Reflection

Language Focus: Past Simple vs Past Continuous Practice (Handout 1)

1. I was walking (walk / was walking) through a dark street

when I heard (hear / was hearing) a strange noise.

2. People were talking (talk / were talking) quietly

when the teacher suddenly entered (enter / entered) the room.

3. I was sitting (sit / was sitting) on a bus

when it suddenly stopped (stop / was stopping).

4. We were dreaming (dream / were dreaming) about flying

when we fell (fall / fell) from the sky.

Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
Reflection

Language Focus: Past Simple vs Past Continuous Practice (Handout 1)

5. While I _____ (sleep / was sleeping),

I suddenly _____ (wake / woke) up feeling scared.

6. I _____ (look / was looking) at the sky

when bright lights _____ (appear / were appearing).

7. My friends _____ (laugh / were laughing)

when everything _____ (become / became) silent.

8. I _____ (stand / was standing) in a long line

when I suddenly _____ (realize / realized) it was a dream.

Lesson 31-32

Warm-up

Get ready

Activity 1

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Activity 3

Cool down

Plenary &
Reflection

Language Focus: Past Simple vs Past Continuous Practice (Handout 1)

5. While I was sleeping (sleep / was sleeping),

I suddenly woke (wake / woke) up feeling scared.

6. I was looking (look / was looking) at the sky

when bright lights appeared (appear / were appearing).

7. My friends were laughing (laugh / were laughing)

when everything became (become / became) silent.

8. I was standing (stand / was standing) in a long line

when I suddenly realized (realize / realized) it was a dream.

Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
Reflection

Getting Ready: Notice a Dream Narrative

Reading and Writing Book, page 116, Activity 3

Listen to the audio and read the first part of a woman's dream.



Before listening, read the questions so you know what to focus on.

While you listen and read, think about:

- the setting
- the events
- the feelings and mood

Then answer the questions in Activity 3.



Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
Reflection

Getting Ready: Notice a Dream Narrative

Reading and Writing Book, page 116, Activity 3

1. What is the setting of this dream?

The dream takes place at the theater.

2. A. where she is?

she tells us she is in a theater.

B. what she is doing?

she is sitting in the front row observing the other members of the audience

C. what she is going to do?

she was going to be watching an actor perform a monologue

Write down the sentences that give us this information.

"I was there to see a play. It was going to be a monologue – only one actor was going to perform in the play. I was sitting in the front row ... Some people were chatting happily; others were holding playbills and reading about the play and the actor who would be performing in it."

Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
Reflection

Getting Ready: Notice a Dream Narrative

Reading and Writing Book, page 116, Activity 3

3. Who else is in the dream?

(The narrator), the audience and a woman in a suit.

4. How does the narrator (the person telling the dream) feel in the beginning and at the end of the dream?

In the beginning she was excited.

"I was very excited. I couldn't wait for the show to start."

In the end she was scared and stressed.

"I felt scared and stressed. I could feel the sweat running down my back."

5. Is the mood in the beginning of the dream positive or negative? Write down the words and phrases that show this.

Positive.

excited, couldn't wait, bright, chatting happily

6. How does the mood change? What words or phrases show you this change in the mood?

The mood turns negative.

dark, angry, grabbed my arm, scolded, pitch-black, scared and stressed, sweat, shout, throw tomatoes

Lesson 31-32

Warm-up

Get ready

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Cool down

Plenary &
Reflection

Getting Ready: Notice a Dream Narrative

Reading and Writing Book, page 116, Activity 3

7. What different events happen in the dream? Underline the sentences that tell us the different events.

I was there to see a play.

I looked around the bright theater.

The theater became dark ...

Suddenly, a woman wearing a dark suit came out of the side door next to the stage and approached me.

She grabbed my arm.

The next thing I knew, I was on the stage.

The audience began to shout and throw tomatoes at me.

8. Write down the sentence(s) where the narrator uses direct speech.

"What are you doing, sitting here in the audience?" she scolded me.

"Everyone is waiting for you."

9. Write down two sentences where the narrator reports her own thoughts.

... and I knew the play was about to start.

I knew everyone was waiting for me to start the monologue ...

Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
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Getting Ready: Notice a Dream Narrative

Reading and Writing Book, page 118, Activity 4

The second part of the woman's dream is jumbled.

Read the jumbled sections and put them in the correct order.

Use:

- the order of events, and
- the descriptions in the first part of the dream

to help you decide.

Number the sentences in the correct order.



Lesson 31-32

Warm-up

Get ready

Activity 1

Activity 2

Activity 3

Cool down

Plenary &
Reflection

Getting Ready: Notice a Dream Narrative

Reading and Writing Book, page 118, Activity 4

1. _____ I smiled. I was sure they were going to congratulate me.
2. _____ He picked up a fork, glared at me and said, "Everyone knows you don't make tomato soup with tomatoes!"
3. _____ I was standing over a steaming pot of tomato soup I had just made.
4. _____ Then I woke up.
5. _____ I tasted the soup – it was delicious.
6. _____ I looked at the oldest man at the table. He looked very angry.
7. _____ When I approached the table I saw that they had ordered my tomato soup.
8. _____ I was proud of myself. I had done a really good job.
9. _____ All of a sudden I was in the kitchen of a popular restaurant. Outside, in the dining area, I could hear the soft sounds of people eating and chatting.
10. _____ Then a waiter told me some diners at one table wanted to speak to me.

Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
Reflection

Getting Ready: Notice a Dream Narrative

Reading and Writing Book, page 118, Activity 4

- 1 (9) All of a sudden I was in the kitchen of a popular restaurant. Outside, in the dining area, I could hear the soft sounds of people eating and chatting.
- 2 (3) I was standing over a steaming pot of tomato soup I had just made.
- 3 (5) I tasted the soup – it was delicious.
- 4 (8) I was proud of myself. I had done a really good job.
- 5 (10) Then a waiter told me some diners at one table wanted to speak to me.
- 6 (7) When I approached the table I saw that they had ordered my tomato soup.
- 7 (1) I smiled. I was sure they were going to congratulate me.
- 8 (6) I looked at the oldest man at the table. He looked very angry.
- 9 (2) He picked up a fork, glared at me and said, “Everyone knows you don’t make tomato soup with tomatoes!”
- 10 (4) Then I woke up.

Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
Reflection

Get ready to write and represent!

Today you will write a short dream narrative describing the setting, what was already happening, and what suddenly happened in the dream.

What do you need to do when writing and representing?

Plan your ideas before you start writing.

Show the setting and background clearly at the beginning.

Describe events in a clear and logical order.

Include feelings to make the dream interesting to read.

Do not put all ideas together without clear organization.

Lesson 31-32

Warm-up

Get ready

Activity 1

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Activity 3

Cool down

Plenary &
Reflection

Guided Writing: Plan Your Dream Narrative

Use Handout 2 to plan your dream narrative.

Write notes or short phrases only

Do not write full sentences yet

Think about:

- Activity 3 – What does a dream narrative include?
- Activity 4 – How are events ordered?

Remember

- Past continuous → setting & background
- Past simple → events



Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary &
Reflection

Independent Writing: Dream Narrative

Write Your Dream Narrative

Use your ideas from Handout 2.

Write a short dream narrative that:

- describes the setting
- shows what was already happening
- explains what suddenly happened next
- includes feelings
- ends the dream clearly

Write one or more clear paragraphs about your dream.



Lesson 31-32

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Get ready

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Cool down

Plenary & Reflection

Peer check

Give your writing to your partner.

Review and comment on your partner's writing then give it back to your partner.

Correct and develop your writing to create a final draft.

CHECK!

1. Is the setting clear at the beginning?
2. Are the actions and events in the right order?
3. Are past continuous and past simple used in the right places?
4. Does the writer show feelings?
5. Is the ending clear?

Write one good point and one suggestion.

Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary & Reflection

BE CREATIVE

Change the Dream!

Choose one creative option:

Change the **ending** of the dream

Change one **event** in the dream

Change the **feeling** at the end of the dream

Write 2–3 sentences to show your new idea.

Be ready to share your idea.



Lesson 31-32

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Get ready

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Plenary &
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Real-World Connection

Dreams and Real Life

Think about dreams in real life.

Discuss with your partner:

- Why do people remember some dreams but forget others?
- Can dreams reflect our feelings or worries in real life?
- Do you think dreams can have a message or meaning?

Share one idea with the class.

Lesson 31-32

Warm-up

Get ready

Activity 1

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Plenary & Reflection





Lesson outcome check!

- *I can write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why.*
- *I can use different words to join my ideas and use words like “the dream”, “the events”, or “that moment” to refer back to ideas instead of repeating the same words, so my writing is mostly clear.*

Lesson 31-32

Warm-up

Get ready

Activity 1

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Cool down

Plenary & Reflection