

درس قراءة رواية الحلم العام الجزء الأول



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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

مخطط لكتابة رواية الحلم Handout 2

1

خطة درس كتابة رواية الحلم Cycle 3

2

ورقة عمل تفسير الأحلام والتفكير الناقد

3

ورقة عمل زمن الماضي البسيط والماضي المستمر

4

اختبارات شاملة لوحدة المجتمعات متعددة الثقافات والهندسة المعمارية غير محلول

5



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



CYCLE 3

ENGLISH LANGUAGE

9 GEN



Cycle 3 English Language



Lesson 29-30

Skill: Reading and Viewing

Topic: A Dream Narrative

Lesson Goal

Students read a dream narrative to understand how writers set the scene, organise events, and show feelings.

Student Learning Outcomes

- Make logical connections between ideas, events or themes and own experience, background knowledge, other familiar texts or the world around them and give clear reasons for these connections when reading.
- Apply a wide range of reading strategies, including using context, using culture and experiences, using the main message, using headings and connectors, and skimming and scanning to understand and interpret texts.

Key Vocabulary

dream, anxious, familiar, unfamiliar, complicated, realize, directions, lost

Handouts:

[Handout 1](#)

This lesson is adapted from NI Reading and Writing coursebook pages 109-113. Some activities have been adapted or created using the PowerPoint (Coursebook activities 2-5 can be completed in the coursebook.).



Lesson 29-30: Reading and Viewing

Topic: A Dream Narrative

Lesson Goal

Read a dream narrative to understand how the writer sets the scene, organizes events, and shows feelings.

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

- *read and say how something is like my life, the world around me, things I know or have learned or other stories, and give a clear reason why.*
- *use what I know, my understanding of the topic, the main message, titles and linking words, read faster or more slowly, and look quickly or closely to help me understand and make sense of what I am reading.*

Key Vocabulary

dream, anxious, familiar, unfamiliar, complicated, realize, directions, lost

Lesson 29-30

Warm-up

Get ready

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Cool down

Plenary &
Reflection

Warm-Up | In Your Dreams

Look at the images below and discuss the questions in pairs.



1. How do you think the person feels in the dream?
2. What might the dream mean?
3. Do you think dreams show real feelings from real life?

Share one idea.

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Vocabulary

Reading and Writing Coursebook p.110, Activity 2

Listen to the words.

Circle the words you know in your Course Book



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Language Focus: Finding Meaning from Context

Read the sentence.

I began to feel **anxious**. I was very worried before the exam.

Look at the words after the new word.

They help you understand the meaning.

Notice:

- Sometimes the meaning of a word is found in the sentence that follows it.
- A sentence or phrase after the new word can explain its meaning.

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Use the Strategy

Reading and Writing Course Book p.111, Activity 3

Find the meaning of the underlined words.

- Use the sentence or phrase that follows the new word.
- Choose the best answer.
- Underline the words that helped you decide.

Work with a partner.



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Use the Strategy

Reading and Writing Course Book p.111, Activity 3

1. My friends like to travel. Last week they went to Hong Kong. I prefer to stay here in my own city on my vacation.

A study

B go places

C exercise

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2. I was very anxious. This always happens to me. I'm always very worried before an exam.

A happy

B busy

C nervous

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3. I was in a new city. Everything was strange. Nothing was familiar.

A from my family

B something that I knew

C beautiful

Cool down

Plenary &
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Use the Strategy

Reading and Writing Course Book p.111, Activity 3

4. The math problem was very complicated. I couldn't do it, and my teacher couldn't do it either.

A easy

B interesting

☒ C difficult

5. You can't stay home today! Don't you realize that we have a really important exam?

☒ A understand

B want

C wonder

6. The story didn't make sense. I read it four times, and I still didn't understand it.

A was easy to understand

B was interesting

☒ C was without logic

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Vocabulary

Reading and Writing book, page 111, Activity 4

You are going to read a dream narrative.

- Read the sentences.
- Circle the words or phrases you think are true.
- Use clues from the topic and vocabulary.



Compare your answers with a partner.



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Vocabulary

Reading and Writing book, page 111, Activity 4

1. He often / never feels worried and stressed.
2. He had a bad / happy dream.
3. He was at work / at a friend's apartment.
4. He left and got lost / something to eat.
5. It was getting light / dark.
6. He asked for directions / some water.
7. He was on a boat / train.
8. He couldn't find his way to work / home.



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Get ready to read and view!

Today you will read a dream narrative. You will understand what happens, how the events are organized, and how feelings are shown.

What do you need to do when reading?

Read first to understand the overall meaning.

Read again to notice important details and events.

Use context to understand new words and ideas.

Think about how events and feelings connect.

Don't stop for every new word — keep reading and think about the meaning.

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While You Read | First Reading

Reading and Writing book, page 112, Activity 5

You may listen to the audio while you read.



Read the dream narrative.

Read to understand what is happening in the dream.

Check your predictions from Activity 4.

Read quietly.

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Vocabulary

Reading and Writing book, page 111, Activity 4

1. He often / never feels worried and stressed.
2. He had a bad / happy dream.
3. He was at work / at a friend's apartment.
4. He left and got lost / something to eat.
5. It was getting light / dark.
6. He asked for directions / some water.
7. He was on a boat / train.
8. He couldn't find his way to work / home.



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Skimming for Details

Reading and Writing book, page 113, Activity 6

Read the text again.

1. Fill in each gap with a sentence from A–E.
2. Use the information before and after each gap.
3. Choose the sentence that keeps the story clear and logical.

Work with a partner.



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Skimming for Details

Reading and Writing book, page 113, Activity 6

Dream June 7th:

In my dream I was in a large city. It was very big and very dark. The city seemed like New York, but it didn't look like the real New York. I was in a friend's apartment. It was comfortable. After a few minutes, (1) I walked for a while. Then I **B**ized I was lost. I couldn't find my friend's apartment again. I started to feel uncomfortable. I tried to return to the apartment,

(2) **E** and I didn't know my friend's address. I began to feel anxious.

I kept walking. I wanted to find something familiar. It was getting late. (3) I **D** my home was outside the city. I saw buses on the street, but I didn't know which one to take. I couldn't find a way to leave the city. There was a way to get home, but I didn't know it. I asked for directions. (4) All their directions were **A**ry complicated, and I couldn't understand them.

Suddenly I was on a boat. The boat was traveling across a very dangerous river. It was dark. The river was very dirty. (5) I couldn't **C** the other side of the river, and I was afraid. I began to think, "I'll never get home." I tried to ask for help, but no one listened to me. Then I woke up.

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After You Read | Thinking Critically

Use handout1: Interpret the Dream

Work through the tasks in order.

- First, think about what the events in the dream could mean.
- Then, explain your ideas using reasons.
- Finally, connect the dream to real life or your own experience.

Work individually, then discuss with a partner.



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Part A – Possible Interpretations

1. Being lost in a big, dark city

Feeling confused

Feeling stressed

2. Not knowing which bus to take

Too many choices

3. Asking for directions but not understanding them

Lack of support

4. Being on a dangerous river

A difficult situation

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Part B: Explaining Ideas with Reasons

1. Why do you think the man felt anxious in the dream?

I think he felt anxious because **he was alone and could not find his way home.**

2. Why couldn't the man find his way home?

He couldn't find his way home because **everything felt unfamiliar and confusing.**

3. Why do you think no one helped him in the dream?

I think no one helped him because **he felt unsupported in real life.**

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Part C: Making Connections – Sample response

1. Have you ever felt lost or confused like the man in the dream (in real life or at school)? Explain briefly.

I have felt lost before when I did not know what decision to make at school.

2. Do you think dreams can show real problems or worries from daily life? Why or why not?

Dreams can show real worries because people often think about their problems before sleeping.

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Part D: Personal Interpretation – Sample response

In one or two sentences, write your own interpretation.
I think the dream shows that

I think the dream shows that the man feels stressed and unsure in his life.

because

because he cannot find his way and feels alone.

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BE CREATIVE Dream Ending

Imagine the dream continues.

Write 2–3 sentences to show:

- how the dream ends differently, or
- how the man finally feels safe or calm.

You may start with: *In the end, he...*

Share with a partner.

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Real-World Connection

Dream → Real Life

Choose ONE sentence stem and complete it.

1. Feeling lost in the dream is like _____ in real life.
2. The dangerous river could represent _____.
3. Not finding the way home shows that the man might feel _____.

Write ONE sentence in your notebook.

Share it with a partner.

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Lesson outcome check!

- *I can read and say how something is like my life, the world around me, things I know or have learned or other stories, and give a clear reason why.*
- *I can use what I know, my understanding of the topic, the main message, titles and linking words, read faster or more slowly, and look quickly or closely to help me understand and make sense of what I am reading.*

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