

Before you read

Narrative Text

- 1  Look at the picture and guess what the story might be about.



Joha used to be famous in many Arab countries. He is known by lots of different names, Goha, Joha, Hodja, Mollah and Nasreddin. He was loved by **grown-ups** and children alike. Whatever people call him, he appears as an **innocent** or even a fool, but sometimes the fool turns out to be wise and to **outwit** those who call him a fool.

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This is one of his famous stories:

Joha and his son were on their way to a nearby village. The son rode their donkey while Joha walked **alongside**.

On their way, they **passed** some people who pointed at Joha and his son. "Look at that boy", they said. "He is riding the donkey and his poor old father is walking." When he heard this, Joha said, "You get off the donkey and I'll ride."

"Look at that man. He is riding the donkey and his poor young son is walking," said some other passers-by, pointing at the two of them. Joha thought about this. "Get on the donkey, we'll both ride it," he said.

Joha and his son passed by more people who pointed at them. "Look at those people riding that poor donkey. How **cruel**," they said. Joha thought about this as well. "Let's both get off the donkey," he said to his son, and so they both walked alongside it.

The next people they passed pointed at them and said, "look at those fools, walking along when they have a donkey they could ride!"

After some thought, Joha said, "Don't listen to them! I have a good idea"

2  **Read the story and answer the following questions.**

- Who is the story about?
- What is the main problem in the story?
- What details in the story let you know that Joha was trying to **please** people?

3 a. The ending of the story is missing, write what you think happened to Joha and his son.

.....

.....

.....

.....

b. What did Joha and his son learn in this story?

4 Grammar in context *Reported Speech (imperatives)*

When we report someone's words, we use two different ways:

1. We can use direct speech with quotation marks: "Close the door.", or
2. We can use reported speech: He asked me to close the door.

- "Get off the donkey," said Joha → **Joha asked his son to get off the donkey.**
- Later he said, "Don't listen to them." → **He asked his son not to listen to them.**

 **Rewrite these requests/commands in reported speech.**

1. "Listen to your father," said his mother.
The mother asked her son to listen to his father......
2. "Don't disturb me," he said.
My friend asked me not to disturb him......

Speaking

5  **In your own words, retell Joha's story to your partner.**

You can start like this:

"Once upon a time there was a poor man who lived in One day, while..."



(2) Read and answer the questions:-

1. It's about Joha and his son with the donkey.
2. Listening to what people are saying Which sometimes causes problems.

(3) Write the ending:-

a. Joha and his son would carry the donkey, then they would meet other people who would ask why again and they ended the story carrying the donkey to their home.

b. Not to listen to people all the time.



Storytelling

Listening

- 1  Match the adjectives with the nouns they describe. The first one has been done for you.

Adjectives		Nouns
1. proud	(b)	a. well
2. humble	(f)	d. astronomer
3. narrow	(e)	c. sky
3. deep	(a)	d. ladder
4. short	(d)	e. alley
5. clear	(c)	f. person



- 2  9.1 a. Listen and decide if the following statements are true (T) or false (F). Justify your answers.

- The astronomer knew everything about farming. (F)
..... universal navigation
- The astronomer was a very **modest** person. (F)
..... proud
- The astronomer's neighbours did not like him. (T)
.....
- The neighbour saved the astronomer. (T)
.....

Speaking

- 3  Discuss the following questions with your partner, then share your answers with the class.

- What do you think of the astronomer? The neighbour?
- If you were the kind neighbour, would you save the astronomer? Why? Why not?
- What is something you are proud of? why?
- What things are people proud of that they should not be? why?



4 Grammar in context Phrasal Verbs (with look)

A **phrasal verb** is a verb that is made up of a main **verb** together with a **preposition**.

Often this gives the verb a new meaning.

For example:

- The astronomer was **looking at** the sky.
- He was **looking for** something.

Choose the right preposition to complete these phrasal verbs.

after - out - up - for

1. If you don't know the meaning of a word, you should **look** it **up** in a dictionary.
2. **Look** **out**! There's a boy crossing the street.
3. Can you **look** **after** my cat while I am on holiday?
4. He **looked** **for** his keys everywhere but couldn't find them.



Look out = be careful
Look after = take care of
Look for = search for
Look up = search in a reference book

Writing

5 Think about a time when you helped someone.

- Where were you?
- Whom did you help?
- How did you help?
- What was the result?

Write a narrative paragraph describing this experience and explaining how you felt about helping this person.

...Once, I was driving home when I saw an accident... That was so horrible... A driver.....
...was lying in pain with a broken arm and leg... First, I called the ambulance to get him.....
...to hospital... Then, I helped him to get out of his car... After that he was taken to.....
...hospital... Later, he got better and came back to his family.....

Checklist:

- Did I choose words and expressions that describe feelings?
- Did I include only important events and put them in order?
- Did I use sequencing words such as (first, then, later ..etc)?

The Pleasure of Reading

Expository Text

Before you read

1 Answer the following questions:

- How often do you read? I read every day.
- What do you usually read? Why?

I read Quran and short stories, in order to know more.



2 Read the text and answer the questions that follow:

We all grow up with stories. Stories of our family, stories from our friends and stories we read. There are stories we hear at school, at work, on television and in the movies. Stories are everywhere! They make us feel alive and inspire us. Our interest in stories is based on our need to understand life as knowledge and as personal and emotional experiences. Stories are a way to **reach out** to people.



Stories are the most effective way to communicate and **deliver** messages from one human being to another. They have been shared since the beginning of time. Our **ancestors** gathered around the fire passing on their **wisdom** to the next generation through stories. Stories communicate values, not just skills. They help parents teach their children about life.

Here are just a few of the reasons why stories are so powerful: They quickly build **trust** between the speaker and the listener. They increase interest, **engage** emotions, and allow the listener to be part of the story. They help people understand their world. They affect understanding, change behaviour and give people opportunities to remember and retell messages. Stories are creative **tools** that engage our senses and emotions as well as our minds. They help us see the world through someone else's eyes.

3  **Write the main idea of each paragraph:**

Paragraph 1	<i>Stories are part of our nature.</i>
Paragraph 2	...The history and the importance of stories.....
Paragraph 3	...Why stories are powerful.....

4  **Find words in the text which mean:**

- Great-grandparents: ..Ancestors.....
- good judgment:Wisdom.....
- confidence between people: ...Trust.....



Speaking and Writing

5  **a. In groups, discuss the following questions and take notes:**

1. How important are stories in our life?
2. In what situations do people usually tell stories?
3. Can we use stories for communication? How?

b. In your notebook, use your notes to plan and write two paragraphs about the importance of stories in our lives and how they help us to communicate with others.

Checklist:

- Did I start with a general idea about the topic?
- Did I give examples, facts and details to support my main idea?
- Did I edit my writing, checking spelling and punctuation?
- Did I take care with my handwriting?



Think of a good story to tell your class. Think of the message behind the story. Check if your message has been clearly delivered.

(5) a. In a group, discuss:-

1. Reading them is an effective way to communicate .They convey messages and wisdom.
2. Giving advice , telling about history and important events.
3. Yes, we can. we use them to deliver a moral lesson and to give advice.

b. Paragraph about stories:-

Sharing stories is one of the most effective way to communicate. Stories deliver messages. They can deliver wisdom too. They spread values, not just skills. And they help parents teach children moral lessons of life. Stories are so powerful, because they can build trust between the speaker and the listener. And they increase interest. They can engage emotions. They also help people to understand the world.

