



Special Child, Special Dreams

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Genesis 30:22-30; 35:16-24; 37:1-11

Special Child, Special Dreams

Characters: Narrator 1 & 2,
Rachel, Jacob, Midwife, Joseph,
Joseph's brothers

2 **Narrator 1:** Jacob, the son of Isaac, the son of Abraham, has married Rachel,
4 the daughter of Laban, the grandson of Nahor. Rachel sees that she isn't
having any children.

6 **Rachel:** *[to Jacob, her husband]* Give me children, or I'll die!

8 **Jacob:** *[in a rage]* Am I God? He is the only one able to give you children!

10 **Narrator 1:** God remembers Rachel's plight and answers her prayers. She
becomes pregnant and gives birth to a son.

12 **Rachel:** God has removed my shame. I name him Joseph
14 which means 'may he add.' May the LORD give me yet
another son.

16 **Jacob:** *[to his father-in-law, Laban]* I want to go back home.
18 Let me take my wives and children, for I have earned them
from you, and let me be on my way.



20 **Narrator 2:** Jacob returns to his home land. They travel on toward Bethlehem.
22 But Rachel's pains of childbirth of her second child begin while they are
still some distance away.

24 **Midwife:** *[after a very hard delivery]* Don't be afraid—you have another son!

26 **Rachel:** *[dying, with her last breath]* "Ben-oni"

28 **Jacob:** Since *Ben-oni* means "son of my sorrow," I will call him *Benjamin*
30 meaning "son of my right hand."

32 **Narrator 2:** So Rachel dies and is buried on the way to Bethlehem. Jacob sets
up a stone monument over her grave, and it can be seen there to this day.
34 The sons of Rachel are Joseph and Benjamin.

36 **Narrator 1:** Jacob settles in the land of Canaan, where his father, Isaac, had
lived. When Joseph is seventeen years old, he often tends his father's flocks
with his half brothers, the sons of his father's wives, Bilhah and Zilpah.

38
40 **Joseph:** *[to his father]* You need to know, father, that my brothers, your sons,
are doing some bad things.

42 **Narrator 1:** Now Jacob loves Joseph more than any of his other children
because Joseph has been born to him in his old age. So one day he gives
44 Joseph a special gift—a beautiful robe. But his brothers hate Joseph because
of their father's partiality. They can't say a kind word to him.

46
48 **Narrator 2:** One night Joseph has a dream and promptly reports the details to
his brothers, causing them to hate him even more.

50 **Joseph:** Listen to this dream. We were out in the field tying up bundles of
grain. My bundle stood up, and then your bundles all gathered around and
52 bowed low before it!

54 **Joseph's brothers:** *[tauntingly]* So you are going to be our king, are you?

56 **Narrator 2:** And they hate him all the more for his dream and what he has
said. Then Joseph has another dream and tells his brothers about it.

58
60 **Joseph:** *[to his brothers]* Listen to this dream. The sun, moon, and eleven stars
bowed low before me!

62 **Joseph:** *[to his father, Jacob]* Father, in my dream, the sun, moon and eleven
stars bowed low before me!

64
66 **Jacob:** *[rebuking him]* What do you mean? Will your mother, your brothers,
and I actually come and bow before you?

68 **Narrator 1:** But while his brothers are jealous of Joseph, his father gives it
some thought and wonders what it all means.

Genesis 30:22-30;
35:16-24; 37:1-11

Task #1

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- strategic
-to activate background knowledge before receptive tasks
- functional
- to share personal information about name, origin and family background

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

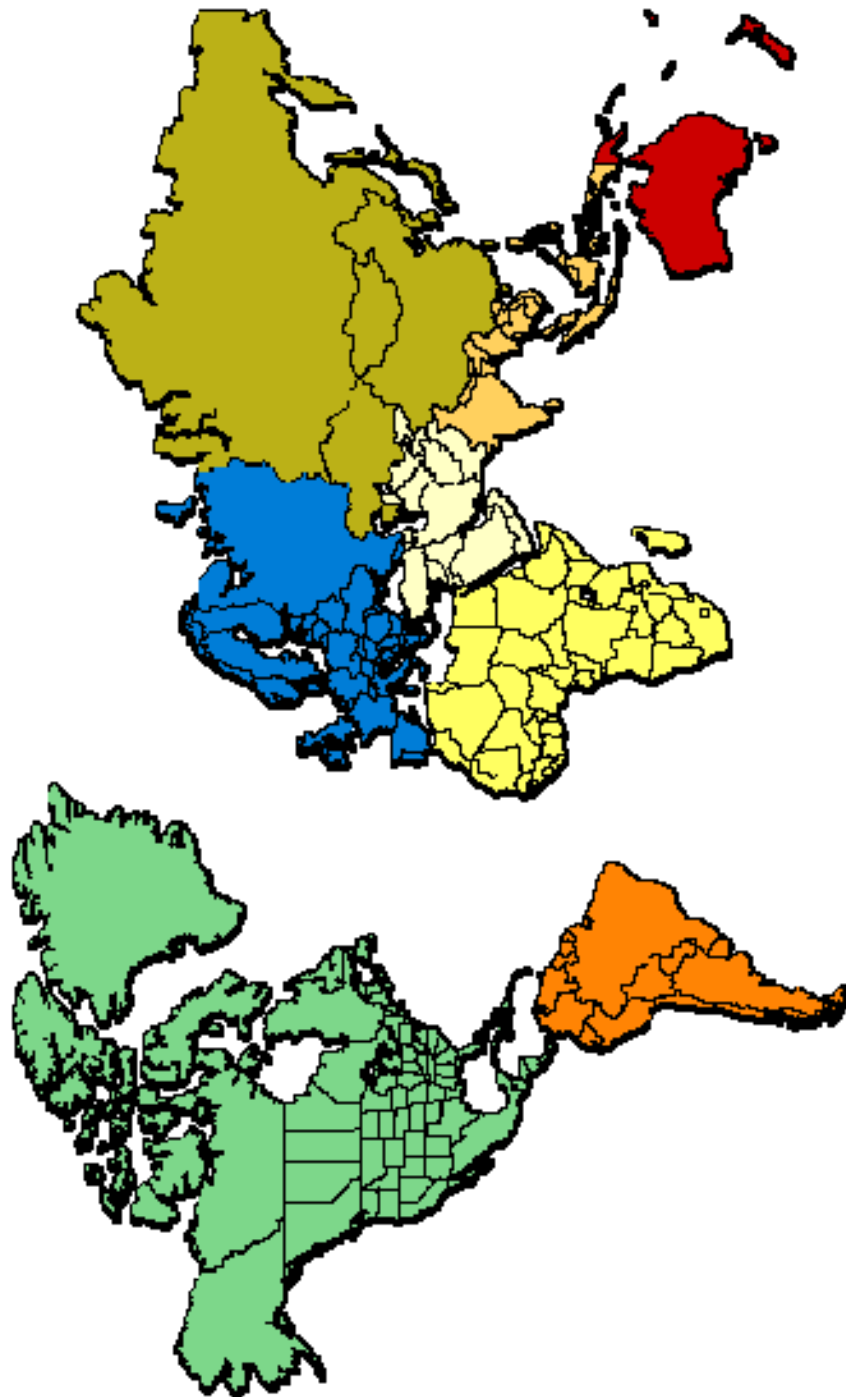
Time: ⌚
20 minutes

Materials:

- copy of world map for each learner
- classroom world map or globe or OHT
(Overhead Transparency) of world map

1. LOCATING JOSEPH

1. Introduce the curriculum by introducing Joseph. We have his life story in the first book of the Bible – the book of Jews, Muslims and Christians. Remind the learners that Joseph was the great-grandson of Abraham, and that he lived around 3600 years ago, so this is a very ancient story. As we read about Joseph’s life, we will learn about his life journey and see how God was involved and how Joseph demonstrated faith in God.
2. Pair learners. Let them ask each other their names and where they are from? Model the language they will need: *What’s your name? Where are you from? Tell me about your family.* After a few minutes, tell them to find a new partner and ask the same questions.
3. Hand out a **World Map**. With their partners, have them locate and mark the country they come from. Then have them mark where they are now. (Be sensitive to the fact that some learners are not familiar with the concept of maps. You may have to explain how they work.)
4. Have the learners show each other their home countries on their world maps. Have them write down the names next to their home counties on the map. e.g. ‘Juan from Peru.’
5. Gather the class around a map of the world or a globe or OHT of world map. Ask for one volunteer to point out where Israel is. Have the learners name some of the surrounding countries, including Egypt. Invite other learners to show where on the map or globe their country is.
6. Have the learners mark Israel and Egypt on their individual maps. Tell them that Israel is the country where Joseph grew up, and Egypt is where he spent his adult life.



<http://www.graphicmaps.com/clipart.htm>

Genesis 30:22-30;
35:16-24; 37:1-11

Task #2

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- linguistic
-to activate family vocabulary
- strategic
- to list family words

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

Time: ⌚

20 minutes

Materials:

- one set of Word Cards for each group of 4 learners (optional: each set could be a different colour)
- paper
- Worksheet for each learner
- OHT or poster paper

2. FAMILY LIFE

Part A

1. In pairs, ask learners to list as many family words as they can think of. Give them a time limit of three minutes.
2. Ask each pair for a few words, making sure each pair has a chance to contribute. Compile a list of the words they suggest on an OHT, board or larger poster paper. Leave it displayed for the remainder of the task.

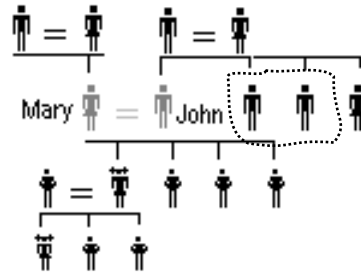
Part B

1. Explain to the learners that they will be doing an activity to review some words that they already know, and to learn some words that may be new to them. The words are useful in talking about family relationships.
2. Take a set of **Word Cards** and show learners how to lay the cards out upside-down in rows to form a pattern of 5 rows by 4 rows. Demonstrate how to take a turn by turning two cards over. As they turn the cards over, they should say what each one is. If the two cards match a picture and description they should keep the pair. If the two cards do not match, they turn them over again and leave them where they are. The learner who gets the most pairs wins.
3. Make groups of four learners. Give each group a set of **Word Cards** and let them play.

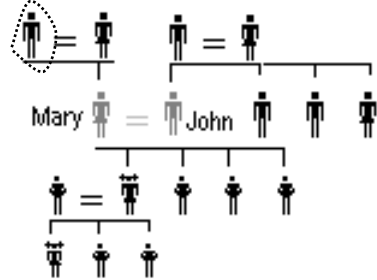
One set of cards to be cut up for each group.

<p>Mary's children</p>	
<p>John's father</p>	
<p>John's daughter</p>	
<p>Mary's husband</p>	
<p>John's mother</p>	

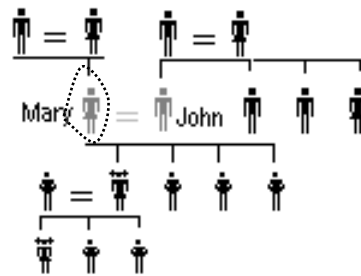
John's
brothers



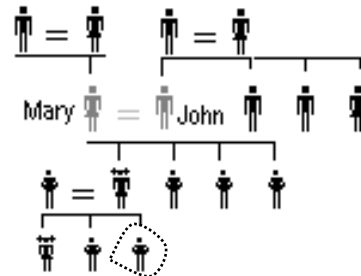
John's
father-in-law



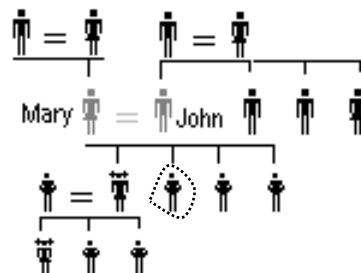
John's
wife



Mary's
grandson



Mary's
son



Part C

1. Give each learner a copy of the **Find Someone Who . . . Worksheet**. Tell the learners that they will ask their classmates questions about their families.
2. Model for the learners the language they need to complete this activity:
Excuse me. Do you . . . ? Yes, I do. No, I don't.
What's your name? How do you spell that?
e.g. Question: Do you have three brothers?
Answer: No, I don't. (Or) Yes, I do!
Note: Some questions will have no one who can say yes. In that case, leave the blank empty.
3. Have the learners stand up and mingle, taking a pen with them to ask their classmates the questions. They are to write their classmate's names in the blanks if they say 'yes'. When they have filled in a blank, they move on to someone else. The aim is to fill in five blanks with five different names.
4. Ask each member of the class to make a statement about someone else in the class from a filled-in section of their worksheet.
e.g. Learner #1: Ahmed has three brothers.
Learner #2: Isabel lives with her father.

Find Someone Who . . .

<p>Do you have any brothers?</p> <p>_____</p>	<p>Does your father have one daughter?</p> <p>_____</p>	<p>Do you live with your mother-in-law?</p> <p>_____</p>
<p>Do you have only one brother?</p> <p>_____</p>	<p>Do you know someone with daughters?</p> <p>_____</p>	<p>Do you live with your father-in-law?</p> <p>_____</p>
<p>Do you have a sister?</p> <p>_____</p>	<p>Does your mother have a son?</p> <p>_____</p>	<p>Do you live with your mother?</p> <p>_____</p>
<p>Do you have only one sister?</p> <p>_____</p>	<p>Do you have sons?</p> <p>_____</p>	<p>Do you live with your father?</p> <p>_____</p>
<p>Do you know someone with three brothers?</p> <p>_____</p>	<p>Do you have a grandson?</p> <p>_____</p>	<p>Do you have a granddaughter?</p> <p>_____</p>
<p>Do you know someone with grandchildren?</p> <p>_____</p>	<p>Do you have a half-brother?</p> <p>_____</p>	<p>Do you have in-laws?</p> <p>_____</p>

Genesis 30:22-30;
 35:16-24; 37:1-11

Task #3

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- strategic
- activating background knowledge before receptive tasks
- to scan for relationships

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

Time: ⌚
 20 minutes

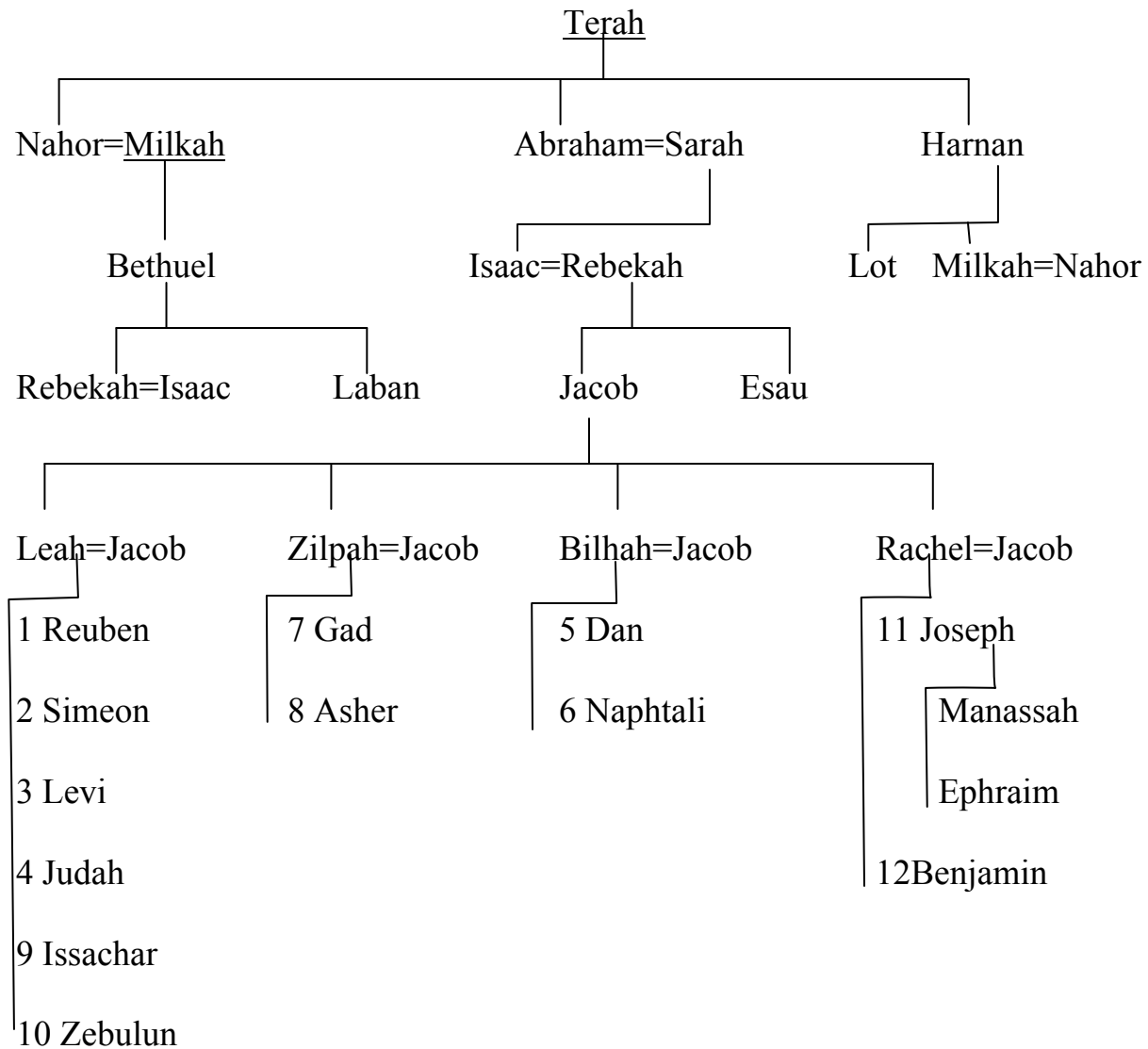
Materials:

- OHT of Jacob's Family Tree
- Card Set for each pair of learners
- copy of the OHT of Jacob's Family Tree for each pair of learners

3. NAME THE RELATIONSHIP

1. Remind the learners that Joseph was from the family of Abraham, and that he lived around 3600 years ago.
2. Show the family tree of Joseph on a poster or OHT of **Jacob's Family Tree**. Demonstrate how to read relationships. Point to Jacob and then point to Abraham. Elicit the relationship of Abraham to Jacob: *Abraham was the grandfather of Jacob* or *Jacob was the grandson of Abraham*. Point to some other examples. Elicit the relationship of each to Jacob. Have the learners repeat the names after you so that they can hear and practise the English pronunciation of the names, particularly the stress.
 e.g. you could ask the class:
 Who is Jacob's wife?
 Who is Jacob's father?
 Who is Jacob's mother?
 Who is Jacob's brother?
 Who is Joseph's brother?
 Who is Joseph's half-brother?
3. Hand out a copy of **Jacob's Family Tree** to each pair of learners and a **Cards Set**. Instruct the learners to ask each other the relationship of the character on the card to Jacob. Make sure that the learners **DO NOT SHOW** each other the cards.
4. Explain and demonstrate how the task is done.
 e.g. *Learner A says: What is the relationship of Abraham to Jacob?*
Learner B says: grandfather. Allow them to use **Jacob's Family Tree** as a reference.

Jacob's Family Tree



What is the relationship of
ABRAHAM to Jacob?

Listen for:
grandfather

What is the relationship of
LEAH to Jacob?

Listen for:
wife

What is the relationship of
BENJAMIN to Jacob?

Listen for:
son

What is the relationship of
REUBEN to Jacob?

Listen for:
son

What is the relationship of
ISAAC to Jacob?

Listen for:
father

What is the relationship of
REBEKAH to Jacob?

Listen for:
mother

What is the relationship of
BILHAH to Jacob?

Listen for:
wife

What is the relationship of
ZILPAH to Jacob?

Listen for:
wife

What is the relationship of
ABRAHAM to Jacob?

Listen for:
grandfather

What is the relationship of
RACHEL to Jacob?

Listen for:
wife

What is the relationship of
SARAH to Jacob?

Listen for:
grandmother

What is the relationship of
ESAU to Jacob?

Listen for:
brother

What is the relationship of
JUDAH to Jacob?

Listen for:
son

What is the relationship of
JOSPEH to Jacob?

Listen for:
son

What is the relationship of
LABAN to Jacob?

Listen for:
uncle and father-in-law

What is the relationship of
NAHOR to Jacob?

Listen for:
*uncle's grandfather or
grandfather's brother*

Genesis 30:22-30;
35:16-24; 37:1-11

Task #4

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- strategic
- to predict before listening
- to listen for main ideas

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

Time: 🕒
20 minutes

Materials:

- one shuffled Picture Set for each pair of learners
- CD player and CD

4. JACOB'S FAMILY ALBUM

1. Give each pair of learners a **Picture Set**. Ask each pair to predict what order the pictures will occur in by placing them on the table from left to right.

DO NOT 'CORRECT' PREDICTIONS.

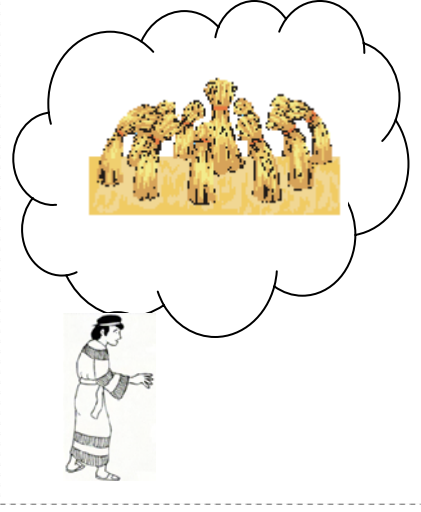
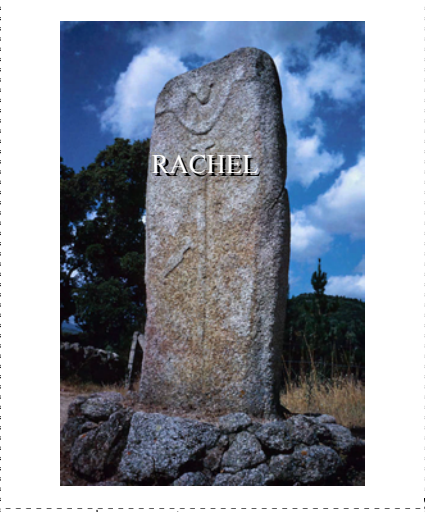
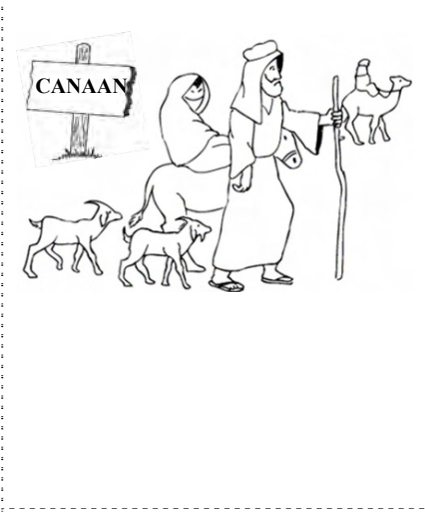
Teacher's Note:

- a. Wedding picture with Jacob and Rachel
- b. Rachel talking to Jacob, no children
- c. Rachel with baby Joseph
- d. Jacob and his family traveling back home.
- e. Rachel with Benjamin, Joseph in the background
- f. Rachel's funeral
- g. Jacob giving Joseph a beautiful robe
- h. Joseph reporting his first dream
- i. Joseph reporting his second dream



2. Ask the learners to rearrange the pictures as they see fit while they listen to the CD of the script for Unit One. Play the CD as often as the learners need to complete the task to their own satisfaction.
3. Discuss the picture order until all the class agrees with what they heard.
4. Point out the strategy—guessing, and changing the guess as they learn more. Tell the learners it is normal to change a guess. They will learn more by guessing and re-guessing.

Picture Set



Genesis 30:22-30;
35:16-24; 37:1-11

Task #5

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- discourse
- to retell a story coherently

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

Time: ⌚

20 minutes

Materials:

- one set of pictures for each pair
- Speaking Assessment sheet

5. TALKING ABOUT IT

1. Instruct the pairs to retell the story to each other, by describing alternate pictures from the previous task in turn. Then they can retell the story again, switching pictures.
2. Circulate among the pairs, answering questions and listening to assess their speaking proficiency.
Teacher Note: You may want to use the **Speaking Assessment Sheet** for your records.
3. Ask the learners to discuss with their partner what parts of this story they knew before the class and what was new to them.
4. As a whole class, ask for volunteers to say what they discussed in #3.

Speaking Assessment Sheet

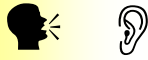
Speaking Assessment Sheet Date: _____		Discourse Coherence	Structures	Pronunciation				
				Individual Sounds	Stress/Rhythm Intonation			
		<p>1. Initial Basic Proficiency: speaks in isolated words or strings of two to three words; no evidence of connected discourse</p> <p>2. Developing Basic Proficiency: asks and responds to simple routine, predictable questions about personal information; demonstrates little evidence of connected discourse</p> <p>3. Adequate Basic Proficiency: can communicate with some difficulty about basic needs in informal conversations; demonstrates some evidence of connected discourse (and, but)</p>	<p>1. Initial Basic Proficiency: demonstrates almost no control of basic grammar structures and tenses</p> <p>2. Developing Basic Proficiency: demonstrates little control of basic grammar structures and tenses</p> <p>3. Adequate Basic Proficiency: demonstrates some control of very basic grammar structures and tenses; many structures are reduced; uses basic time expressions; the correct past tense is used only with some common verbs</p>	<p>1. Initial Basic Proficiency: pronunciation difficulties may significantly impede communication</p> <p>2. Developing Basic Proficiency: makes long pauses; pronunciation difficulties often impede communication</p> <p>3. Adequate Basic Proficiency: pronunciation difficulties still frequently impede communication; sometimes needs assistance</p>				
Learners:								
1.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
2.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
3.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
4.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
5.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
6.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
7.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
8.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
9.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
10.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Speaking Stage 1

Genesis 30:22-30;
35:16-24; 37:1-11

Task #6

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- linguistic
- to understand syntax-
word order of
clauses/sentences

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

Time: ⌚
20 minutes

Materials:

- 4 sets of cut up sentences for each group.
- one set of cut up sentences made of OHT material. Place the sets into separate envelopes or small plastic bags. (if you don't have a colour printer, use a coloured marker to outline the shapes)

6. WHO DOES WHAT TO WHOM?

1. Introduce this task by asking if anyone could explain how important word order is in English. Allow for responses and discussion.
Teacher's Note: English word order is important and gives meaning at every level of the English language: phrases, clauses, sentences, and paragraphs. A change of word order can change the meaning. This task will focus on word order at the clause level.
2. Explain that this task will demonstrate usual English word order for making statements about experiences.
3. Demonstrate with this sentence:
Jacob / has married / Rachel. If the phrases were rearranged the meaning changes *Rachel has married Jacob* or meaningless or ambiguous *Has married Rachel Jacob* or *Jacob Rachel has married.*
4. Using an OHT and a set of cut up sentences, demonstrate to the learners how to put a sentence together.
5. Divide the class into groups of 3 learners and give each group **Set One Sentences**. Instruct the groups to work together to make four meaningful sentences by arranging the phrases into correct word order on the table.
6. Learners do one set at a time. When a group has done **Set One**, give them **Set Two** but asking them to leave the arranged sentences on the table. Do the same for **Set Three** and **Set Four**.
7. After all the sentences have been formed, ask the learners to describe to each other the pattern that they see. The pattern will be square [*naming word or subject noun phrases*] + triangle [*action or being verb phrases*] + half circle [*naming word or indirect object phrases*]+circle [*naming word or direct object noun phrases*]+ parallelogram [*how , when, or where words - adverbial phrases*].