

The Life of Joseph

Following God's Dreams



Gail Tiessen
Elfrieda Lepp-Kaethler

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Telephone: (204) 326-5172

E-mail: joycegoertzen@joytwopublications.com Website: www.joytwopublications.com

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Bruce Day Joyce Goertzen Stan Hamm Doug Hill

Chris Marchand John McNeill Bruce Peters Gail Tiessen

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Elfrieda Lepp-Kaethler

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Introduction

The Purpose of This Curriculum

- *To learn Bible content*
- *To learn English*

What This Curriculum Contains

- Focus on all four skills: listening, speaking, reading, writing but a primary focus on listening and speaking
- Instruction in all aspects of language: discourse, socio-cultural, strategic, and linguistic (grammar, pronunciation, vocabulary)

Who This Curriculum Is For

- ◆ adults learners
- ◆ high beginner learners (Canadian Language Benchmarks 3-4 Learners)
- ◆ ESL or EFL settings – Because the Bible represents a historical setting, and is couched in historical Hebrew culture, this curriculum is suitable for either ESL (English as a Second Language) or EFL (English as a Foreign Language) teaching.

How This Curriculum Is Organized

- Content-based – The goal of this curriculum is to teach Bible content.
- Text-based – Each unit is built around an authentic text from *The New Living Translation* of the Bible.
- Task-based – Meaning is at the core of language, and each task has the students using language in a meaningful way.
- Function-based – Each unit also develops the learners language for every day living. The language learned in class is applicable for use outside the classroom.

How Much On-Task Time This Curriculum Provides For

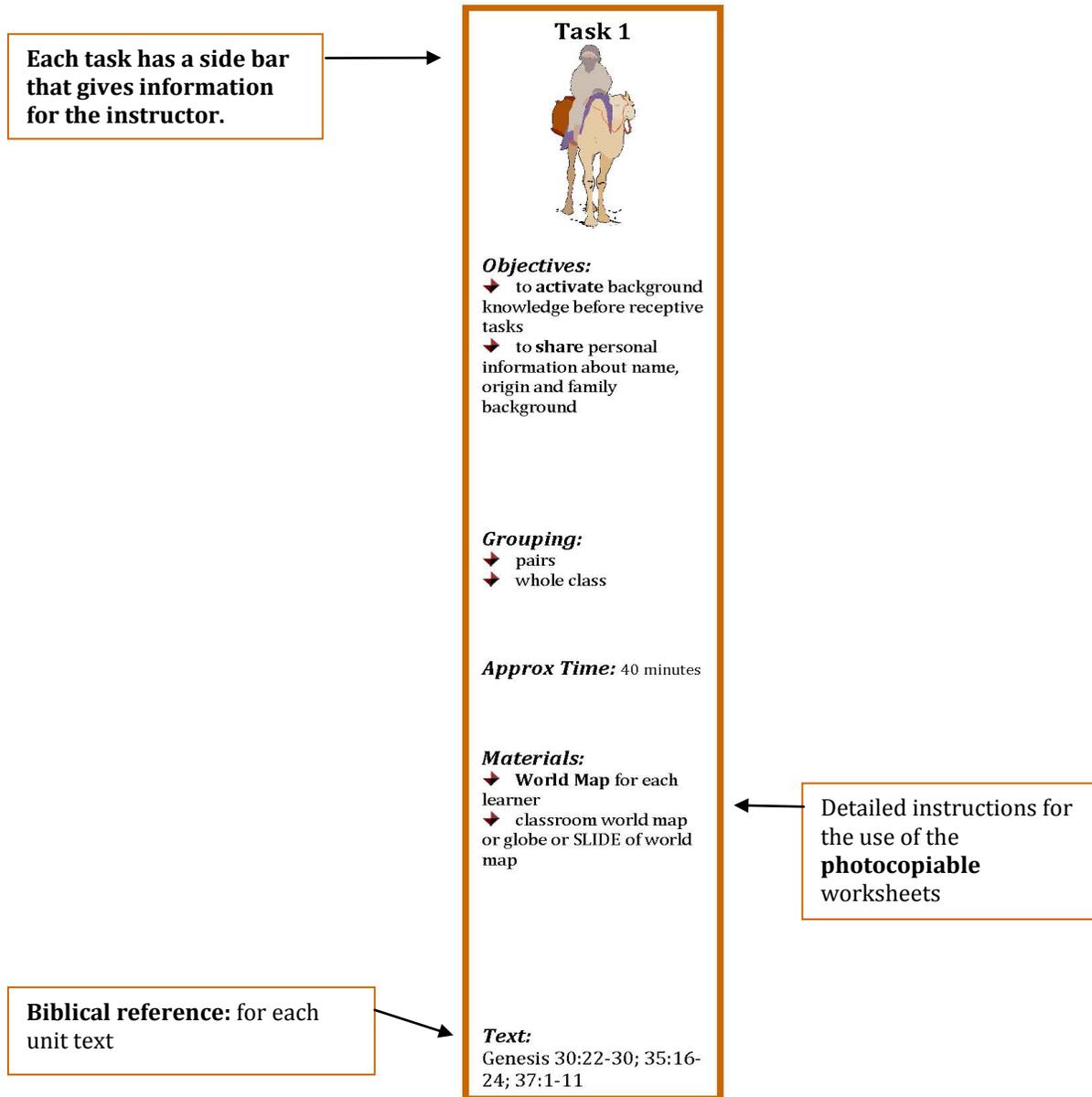
- whole curriculum 85-90 hours
- each unit is approximately 4 hours of on-task class time
- each task varies according to the purpose and task type

User Guide

Each unit covers a Bible text. For each unit, there are 8 tasks that guide the learners through the process of learning and interacting with the content of the text as well as developing language skills. The unit is most effective when the tasks are done sequentially.

Task Instructions:

Each task is presented with clear step-by-step instructions for the instructor as well as learning objectives.



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Unit	Task 1	Task 2	Task 3	Task 4
1	<i>Locating Joseph</i>	<i>Family Life</i>	<i>Name the Relationship</i>	<i>Jacob's Family Album</i>
Special Child, Special Dreams	- to activate background knowledge before receptive tasks - to share personal information about name, origin and family background	- to activate family vocabulary - to list family words	- to activate background knowledge before receptive tasks - to scan for relationships	- to predict before listening - to listen for main ideas
2	<i>Who's Who?</i>	<i>What Happens Next?</i>	<i>Is It True?</i>	<i>How Do You Say That Name?</i>
Evil Plans Against Joseph	- to review the names and relationships of people - to understand descriptions of people	- to predict before listening - to sequence pictures as learners listen	- to listen for details	- to hear and produce 2-syllable words with correct stress pattern - to scan for specific information (names) to understand how linguistic features affect names
3	<i>Success and Adversity</i>	<i>Listening to the Story</i>	<i>Vocabulary Challenge</i>	<i>What Happened?</i>
Betrayal in Potiphar's House	- to discuss ideas of success - to activate prior knowledge before receptive tasks	- to listen for main ideas - to read a set of summary statements - to sequence main ideas	- to develop vocabulary related to administrative responsibility - to write in definitions	- to listen for the main events - to read key event cards - to sequence events on a time line
4	<i>What Does My Dream Mean?</i>	<i>Dreams to Order</i>	<i>Meaningful Words</i>	<i>How Is 'ed' Said?</i>
Experiences in Prison	- to activate background knowledge before receptive tasks - to listen to the script for the main ideas	- to grasp the coherence of the script	- to understand the meaning and pronunciation of vocabulary relating to imprisonment - to write words in a cloze script	- to pronounce the 'ed' suffix
5	<i>Dreams</i>	<i>Pharaoh's Dreams</i>	<i>Fat Cow, Thin Cows...</i>	<i>Problems on the Farm</i>
From Dreams to Prime Minister	- to review content of previous unit and personalize content before receptive tasks - to fill in a chart	- to listen to the whole script and summarize	- to develop positive and negative adjective vocabulary - to form adjective phrases accurately - to write words in a chart	- to develop vocabulary related to farming - to pronounce /p/ /f/ /pr/ and /pl/ accurately
6	<i>Looking Back</i>	<i>Confused Brothers</i>	<i>Tell Me More</i>	<i>Today's Headline Is...</i>
Famine Impacts Jacob	- to make a connection of prior personal experience to the upcoming script - to ask and answer questions about personal experiences - to review the story of Joseph	- to listen for the main ideas	- to scan the script for key words - to understand key words related to famine - to learn to paraphrase vocabulary words and meanings	- to write a summary title

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Task 5	Task 6	Task 7	Task 8	Unit
<i>Talking About It</i>	<i>Who Does What to Whom?</i>	<i>Let the Show Begin</i>	<i>Sounding English</i>	1
-to retell a story coherently	-to understand syntax-word order of clauses/sentences	-to demonstrate listening comprehension by action	-to use appropriate thought grouping -to read a script meaningfully	Special Child, Special Dreams
<i>Where Are You?</i>	<i>Strong Emotions</i>	<i>Let's Plan</i>	<i>What to Do with Joseph?</i>	2
- to distinguish between 'at' 'to' 'from' and 'in'	- to sequence the script - to use intonation to show emotions - to read for key ideas and sequence	- to learn opening gambits for planning - to fill in a chart - to make plans	- to plan and express emotion appropriately	Evil Plans Against Joseph
<i>Changing Words</i>	<i>All Stressed Out!</i>	<i>Ranking Refusals</i>	<i>Winds of Time</i>	3
- to understand the formation and meaning of 'ly' adverbs	- to understand and use stress of content words in speech - to read the script aloud	- to understand and use appropriate refusals - to read and match cards and role play cards	- to refuse appropriately in writing	Betrayal in Potiphar's House
<i>Four Dreams</i>	<i>Some Time Later</i>	<i>Tell Someone Something</i>	<i>Tell Us What You Think</i>	4
- to read and sequence summary statements of the script	- to use thought grouping, prominence, and intonation - to dramatize the script	- to understand the grammatical structure of verbs like 'tell'	- to answer questions and share opinions	Experiences in Prison
<i>Putting Plans Together</i>	<i>Timeline of Joseph's Life</i>	<i>Egyptian Mime</i>	<i>Touring the Land on a Camel</i>	5
- to collocate phrases from the script	- to gain an overview of the story of Joseph - to read summary statements - to fill in blanks on a timeline	- to demonstrate meaning by mime	- to discuss ideas - to follow instruction	From Dreams to Prime Minister
<i>It's Not So</i>	<i>Strong Feelings!</i>	<i>Look!</i>	<i>Oh No!</i>	6
- to understand the placement of negating words in a sentence - to use negation in free speech	- to understand exclamatory sentences - to understand the connection of strong emotions to exclamatory sentences	- o understand and use the 4 th level intonation pitch for strong emotion	- to use emotional language	Famine Impacts Jacob

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Unit	Task 1	Task 2	Task 3	Task 4
7	<i>Company's Coming</i>	<i>Returning to the Man in Egypt</i>	<i>Show Me</i>	<i>If Not...Then</i>
An Unexpected Invitation	<ul style="list-style-type: none"> - to activate personal background knowledge - to compare hospitality practices in different cultures 	<ul style="list-style-type: none"> - to listen for specific information 	<ul style="list-style-type: none"> - to learn key words related to economy - to read for specific information (imperatives) 	<ul style="list-style-type: none"> - to form negative statements and conditional phrases - to make false statements into true statements
8	<i>Who Am I?</i>	<i>Speech Bubbles</i>	<i>Personal Possessions Grabber</i>	<i>Missing Possessions</i>
Brother's Reunion	<ul style="list-style-type: none"> - to activate prior knowledge about main characters and storyline - to sequence key events of the unit - to discuss main characters 	<ul style="list-style-type: none"> - to comprehend the story through putting the unit pictures in order - to read quotations from the script 	<ul style="list-style-type: none"> - to understand vocabulary of contemporary personal belongings 	<ul style="list-style-type: none"> - to use the apostrophe for noun possession - to learn the pronunciation of 's'
9	<i>Life as a Journey</i>	<i>Jacob Sets Out for Egypt</i>	<i>Immigration</i>	<i>You Tell Him This</i>
Immigrating to Egypt	<ul style="list-style-type: none"> - to activate prior knowledge about main characters and storyline - to sequence key events of the unit - to discuss main characters 	<ul style="list-style-type: none"> - to develop listening skills through ordering a set of pictures 	<ul style="list-style-type: none"> - to develop immigration vocabulary 	<ul style="list-style-type: none"> - to understand how pronouns give cohesion to a script - to write correct words in a cloze script
10	<i>Looking Back</i>	<i>Guess What Was Said</i>	<i>Problems and Solutions</i>	<i>Please Give</i>
Life in Egypt	<ul style="list-style-type: none"> - to activate background knowledge and personalize content in preparation for receptive tasks - to read key event cards 	<ul style="list-style-type: none"> - to predict plot in a listening task 	<ul style="list-style-type: none"> - to use the connector 'so' - to read the script to identify problems and solutions 	<ul style="list-style-type: none"> - to pronounce /i/ and /I/ - to do a dramatic reading
11	<i>Bless You</i>	<i>Vocabulary Fishing</i>	<i>Jacob Dies</i>	<i>Joseph's Family Tree</i>
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12	<i>Who Is the Actor?</i>	<i>Opposites</i>	<i>Where Have We Been?</i>	<i>Trivia</i>
God Changes the Ending	<ul style="list-style-type: none"> - to listen for specific detail 	<ul style="list-style-type: none"> - to gain meaning of phrases through the use of antonyms 	<ul style="list-style-type: none"> - to sequence and retell the story of Joseph's life - to read key event cards 	<ul style="list-style-type: none"> - to answer questions about Joseph's life story - to discuss the times and culture of Joseph's day
Tool Kit				

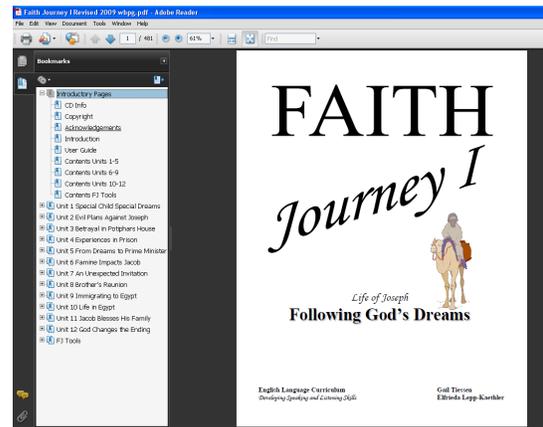
Contents

Task 5	Task 6	Task 7	Task 8	Unit
<i>Buying Gifts</i>	<i>With This Brother</i>	<i>Is This Your Youngest Brother?</i>	<i>Around the Table</i>	7
- to use count and non-count nouns - to scan the script for nouns - to categorize count and non-count nouns	- to pronounce the ð and θ sounds	- to act out the drama with appropriate pronunciation - to read the script aloud	- to answer questions related to the script - to discuss the facts of the story and the significance of the events in the script	An Unexpected Invitation
<i>What Can We Say to You?</i>	<i>Outrageous Questions</i>	<i>Dramatize It!</i>	<i>Raging Role Plays</i>	8
- to understand the formation of questions - to recognize questions in speech	- to understand accusatory questions - to read and match questions with their meanings	- to focus on the intonation of questions in a dramatic reading	- to ask appropriate questions - to read role play cards	Brother's Reunion
<i>Who Did What When?</i>	<i>Questioning</i>	<i>How Do I Say That?</i>	<i>Arriving in Egypt</i>	9
- to link questions and answers with coherence - to determine rudeness and politeness in questions - to learn the uses of WH-questions	- to form information questions - to write questions	- to use the appropriate intonation patterns with information questions - to perform a dramatization of the script	- to ask questions about passport information - to read passport information - to fill out a form	Immigrating to Egypt
<i>Natural Disasters</i>	<i>The Need to do Something</i>	<i>Exchanging Valuables</i>	<i>Questions for the Road</i>	10
- to develop natural disaster vocabulary - to fill in a crossword puzzle	- to use <i>need</i> type verbs with the infinitive - to understand the pronunciation of the <i>to</i> in infinitives	- to use the language of exchange	- to ask and answer questions - to give opinions about the script - to read cue cards for discussion	Life in Egypt
<i>And or But</i>	<i>Say It Clearly</i>	<i>Promises and Permission</i>	<i>Every-day Blessings</i>	11
- to use coordinating conjunctions <i>but</i> and <i>and</i> for joining similar and opposing ideas	- to understand and practice thought groups and intonation pauses when reading extended discourse aloud - to understand the prominence of content words in a thought group	- to learn about the modals <i>will</i> and <i>may</i> for promises and permission	- to identify greeting cards for different purposes - to identify appropriate ways to express blessings with greeting cards - to write one card expressing well-wishing	Jacob Blesses His Family
<i>Dead End Choices</i>	<i>But God</i>	<i>What About You?</i>	<i>Reflections</i>	12
- to read and choose coherent endings	- to see a pattern in the storyline - to read God's Role Card	- to talk about personal responses to Joseph's life - to read questions to answer	- to respond creatively to the life story of Joseph	God Changes the Ending
				Tool Kit

Materials and Audio Cd Information

Adobe Instructions for Materials CD:

- Ensure that Acrobat Reader 7 or higher is on your computer. Go to: <http://www.adobe.com/> and click on **Get Adobe Reader**.
- Place the **Materials CD** into your computer. **Acrobat Reader** should open automatically.
- Open the file titled **The Life of Joseph**. This opens to the **Inside Cover Page** along with a left panel of bookmarks.
- Place your cursor  on the **Bookmark panel** (on the left side of the screen) and **click Unit 1 Special Child, Special Dreams**, to go to the **Unit 1 Special Child, Special Dreams Title Page**.
- Place the cursor () on the plus sign (+) and **click** which will drop down a list of additional bookmarks.
- Once on the **Unit 1 Special Child, Special Dreams Title Page**, a list of the tasks for the unit is visible; **click** any one of the tasks and you will immediately go to that task.
- When on the specific task, **click** on the **Title of the Task** and you will return to the **Title Page of the Unit**.
- Whenever your cursor changes to a 'pointing finger'  there is a link to another page in the file. The whole of **The Life of Joseph** is linked for quick reference. This navigation system continues throughout the entire curriculum.



Printing Using the Adobe Format:

To print a specific page you must use the Adobe page numbers located at the bottom or top of the screen **NOT** the text page numbers.

For the best colour documents, print from the Materials CD using the 'best' setting on your printer.

Audio CD: Insert into any CD player

The Track number on the **Audio CD** matches the Unit Script numbers at times, as well as the scripts that have been divided into sections.
e.g. Track 01 is Unit 1 Script, Special Child, Special Dreams