

# Unit 1



## Special Child, Special Dreams

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## Locating Joseph

### Task 1



#### Objectives:

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

#### Grouping:

- pairs
- whole class

**Approx Time:** 40 minutes

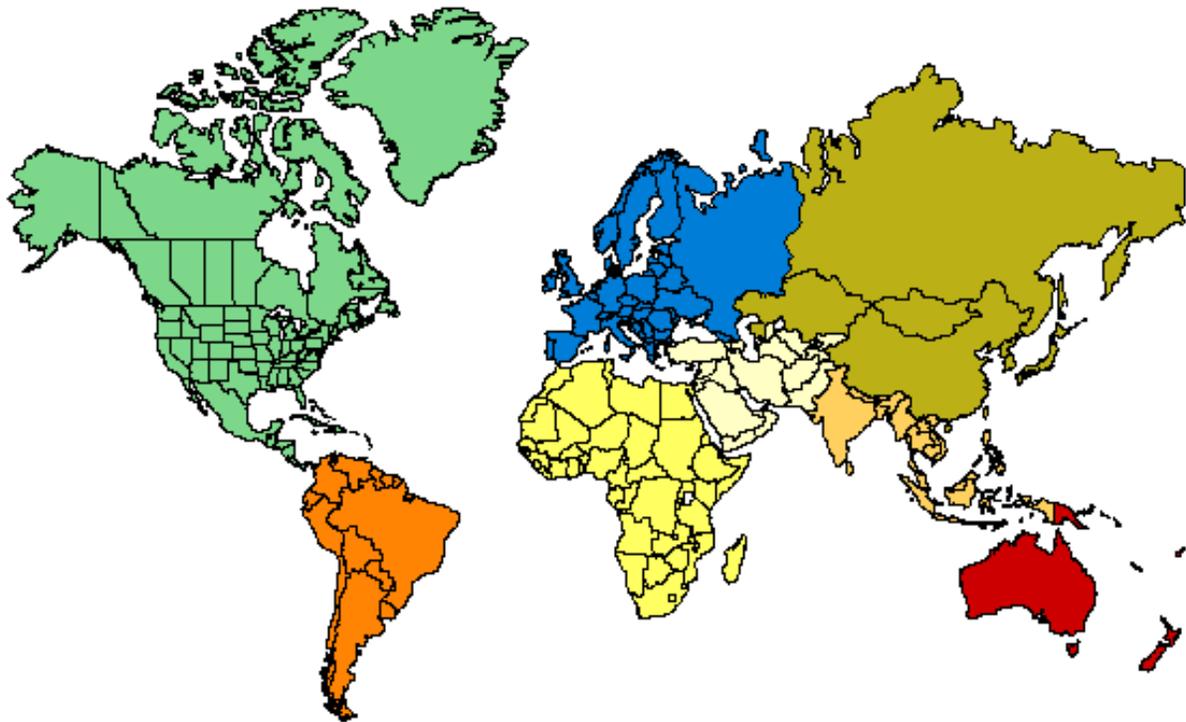
#### Materials:

- **World Map** for each learner
- classroom world map or globe or SLIDE of world map

#### Text:

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

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. Divide the class into pairs. 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 SLIDE 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>

World Map

## Family Life

### Task 2



#### Objectives:

- ➔ to **activate** family vocabulary
- ➔ to **list** family words

#### Grouping:

- ➔ pairs
- ➔ groups
- ➔ whole class

**Approx Time:** 45 minutes

#### Materials:

- ➔ **Word Cards** for each group (make each set a different colour)
- ➔ **Relationship SLIDE**
- ➔ poster paper
- ➔ **Find Someone Who Worksheet** for each learner

#### Text:

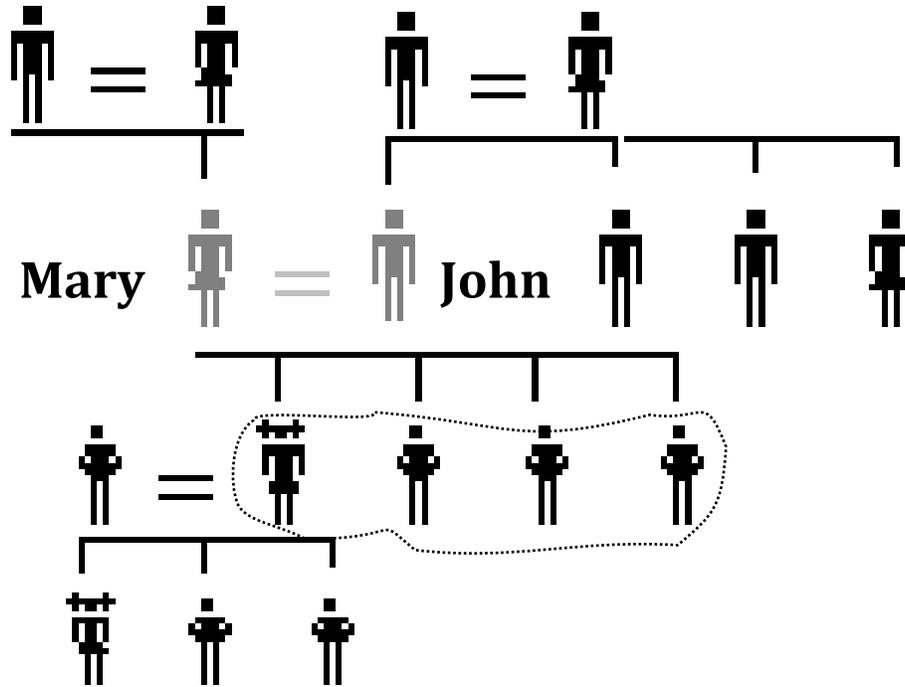
Genesis 30:22-30; 35:16-24; 37:1-11

#### **Part A:** Family Words

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 the board or larger poster paper. Leave it displayed for the remainder of the task.

#### **Part B:** Family Relationships

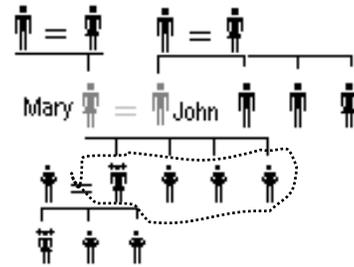
1. Explain to the learners that they will be doing an activity to review some words that they already know, and to learn some words that may be new to them. The words are useful in talking about family relationships.
2. Take a set of **Word Cards** and show learners how to lay the cards out upside-down 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 match the cards. Use the **Relationship SLIDE** to demonstrate a relationship.



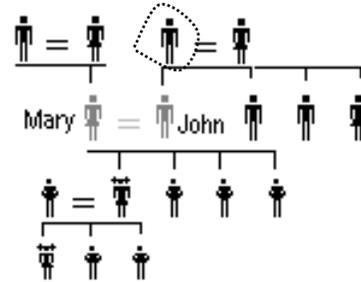
# Mary's children

Relationship SLIDE

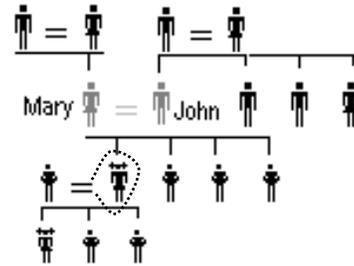
Mary's children



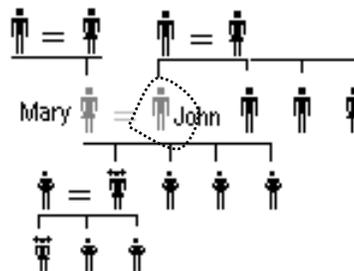
John's father



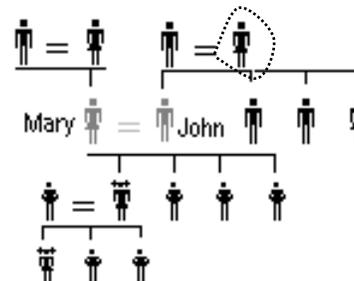
John's daughter



Mary's husband

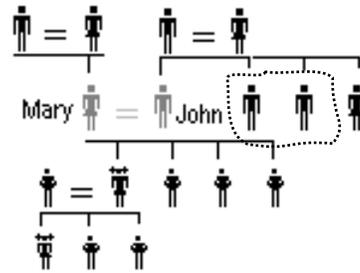


John's mother

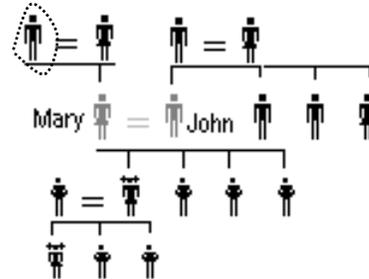




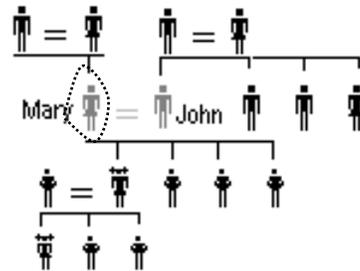
**John's  
brothers**



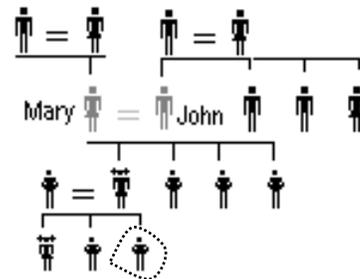
**John's  
father-in-law**



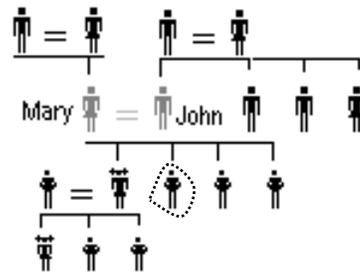
**John's  
wife**



**Mary's  
grandson**



**Mary's  
son**



Word Cards pg. 2

**Part C:** *Practicing Family Relationships*

1. Give each learner 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>

Find Someone Who Worksheet

## Task 3

**Objectives:**

➔ to **activate** background knowledge before receptive tasks

➔ to **scan** for relationships

**Grouping:**

➔ pairs

➔ whole class

**Approx Time:** 40 minutes

**Materials:**

➔ **Jacob's Family Tree SLIDE**

➔ **Card Set** for each pair

➔ **Jacob's Family Tree SLIDE** for each pair

**Text:**

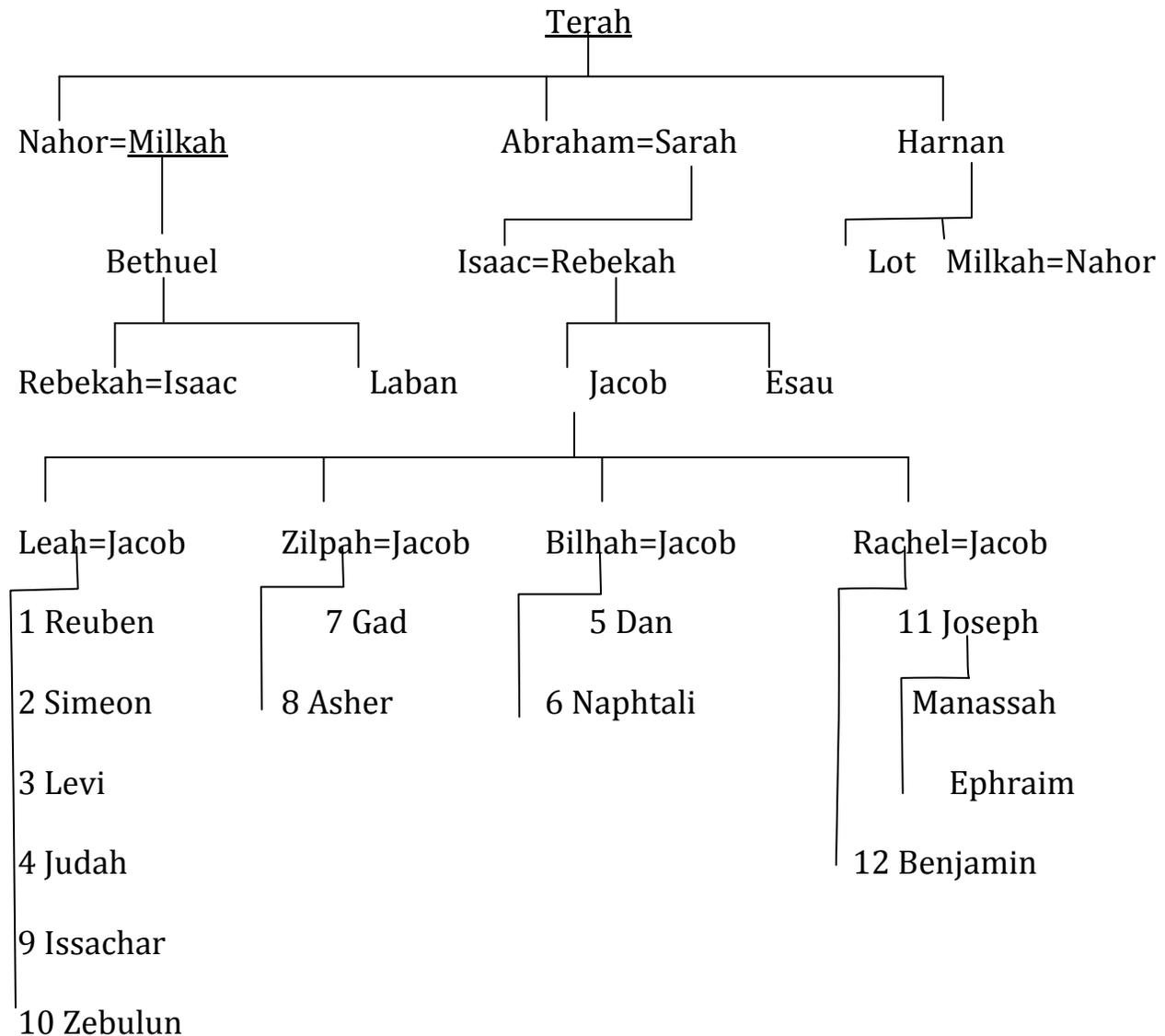
Genesis 30:22-30; 35:16-24; 37:1-11

## 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 **Jacob's Family Tree SLIDE**. 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 **Card 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



Jacob's Family Tree SLIDE

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*

Card Set pg 2

## Jacob's Family Album

### Task 4



#### Objectives:

- ➡ to **predict** before listening
- ➡ to **listen** for main ideas

#### Grouping:

- ➡ pairs

**Approx Time:** 20 minutes

#### Materials:

- ➡ **Picture set** for each pair
- ➡ CD player and CD

#### Text:

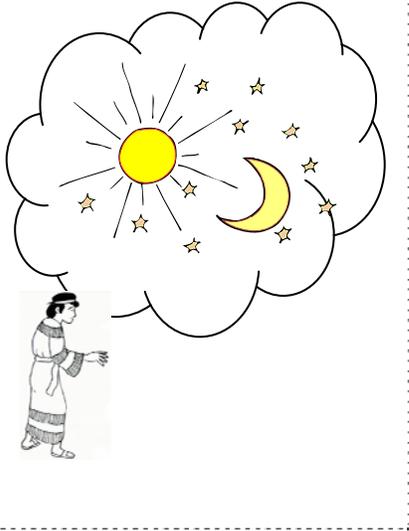
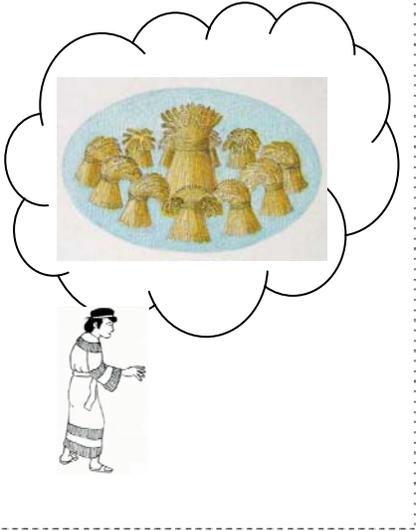
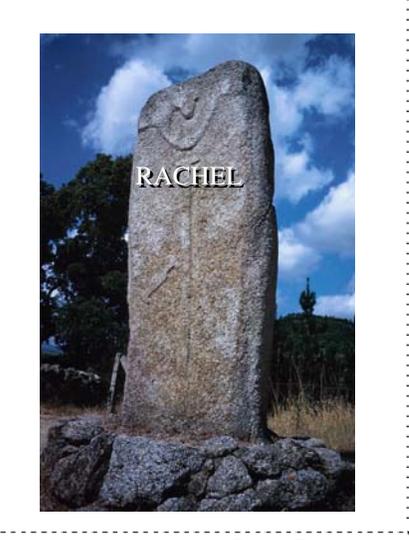
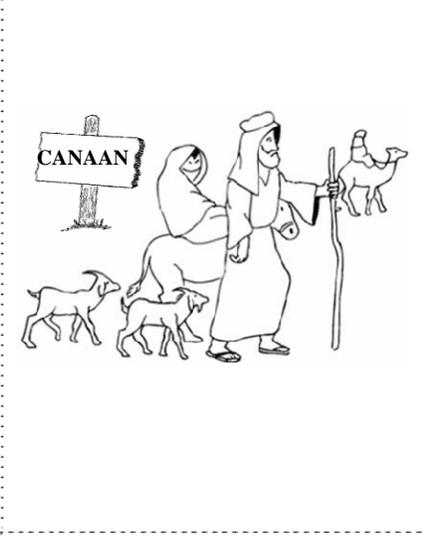
Genesis 30:22-30; 35:16-24; 37:1-11

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.**

*Answer Key:*



2. Ask the learners to rearrange the pictures as they see fit while they listen to the CD of the script for Unit 1. 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

## Talking About It

### Task 5



**Objectives:**

- to **retell** a story coherently

**Grouping:**

- pairs
- whole class

**Approx Time:** 40 minutes

**Materials:**

- **Picture Set** for each pair
- **Speaking Assessment Sheet**

**Text:**

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

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.

**Instructor 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 Date: \_\_\_\_\_

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

## Task 6

**Objectives:**

➔ to **understand** syntax- word order of clauses/sentences

**Grouping:**

➔ groups  
➔ whole class

**Approx Time:** 40 minutes

**Materials:**

➔ **4 Sentence Sets** for each group  
Make the sentences on coloured paper. Place the cut up sets into separate envelopes or small plastic bags. (if you don't have a colour printer, use a coloured marker to outline the shapes)

**Text:**

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

## 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.

**Instructor 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 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**, handout **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] + square [naming word or indirect object phrases]+square [naming word or direct object noun phrases]+ parallelogram [how, when, or where words - adverbial phrases].



8. Bring the class together as a whole. Elicit from the learners what patterns they discovered. Point out that this corresponds to (subject) *naming person or thing word*–(verb) *action or being word*–(object) *naming word*–adverbial word order, which is the usual English word order(S-V-O, S-V-Adv, S-V-O-Adv, and S-V-IO-O).

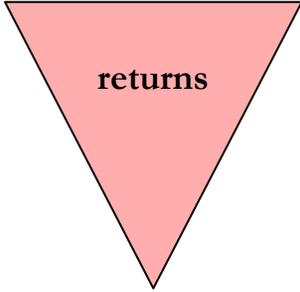
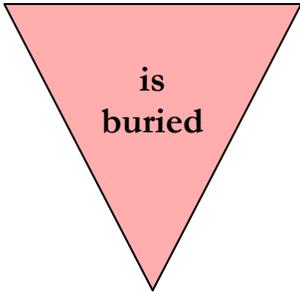
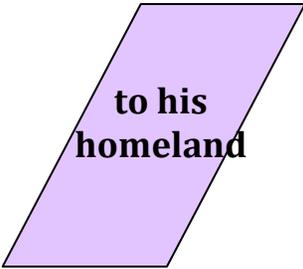
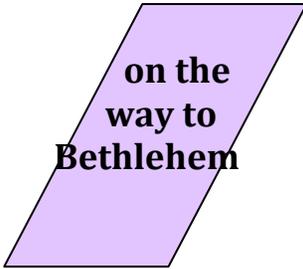
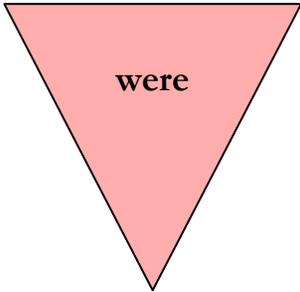
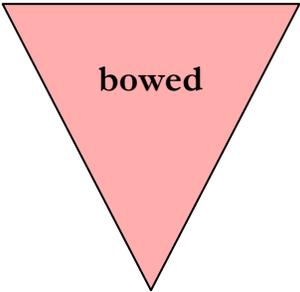
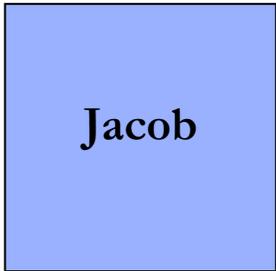
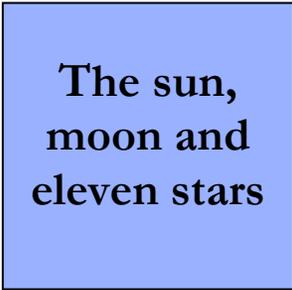
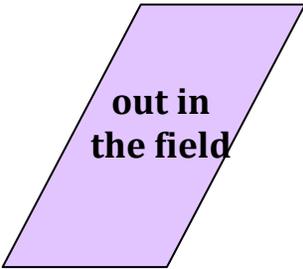
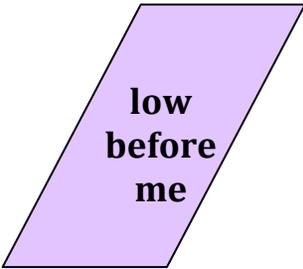
*Instructor Note: you probably do not want to use the technical language of subject, object etc., with this level of learners. Use the descriptive words, naming words, action words etc.*

<b>Instructor Note:</b> Here are the completed sentences. However any set of meaningful sentences are acceptable.	
<b>Set 1</b>	<ul style="list-style-type: none"> <li>a. Jacob has married Rachel.</li> <li>b. She isn't having any children.</li> <li>c. God answers her prayers.</li> <li>d. You have another son!</li> </ul>
<b>Set 2</b>	<ul style="list-style-type: none"> <li>e. Jacob returns to his home land.</li> <li>f. Rachel is buried on the way to Bethlehem.</li> <li>g. We were out in the field.</li> <li>h. The sun, moon and eleven stars bowed low before me.</li> </ul>
<b>Set 3</b>	<ul style="list-style-type: none"> <li>i. Jacob sets up a stone monument over her grave.</li> <li>j. Joseph tends his father's flocks with his half brothers.</li> <li>k. His father gives it some thought.</li> </ul>
<b>Set 4</b>	<ul style="list-style-type: none"> <li>l. Give me children.</li> <li>m. He gives Joseph a special gift.</li> </ul>

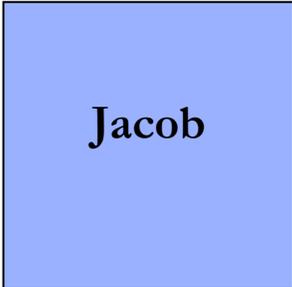
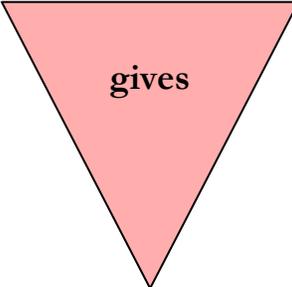
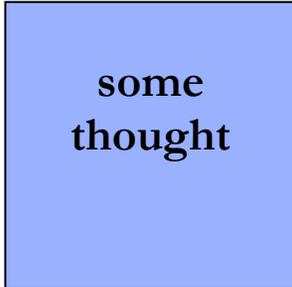
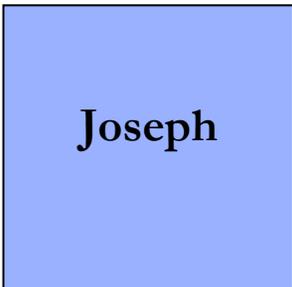
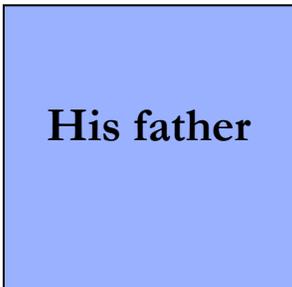
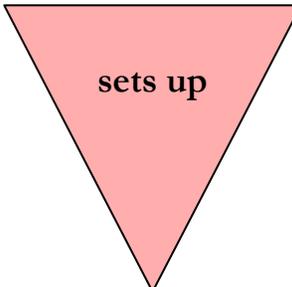
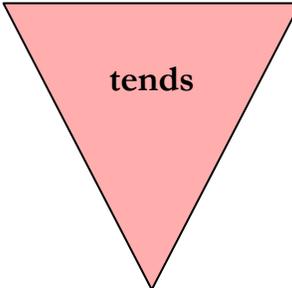
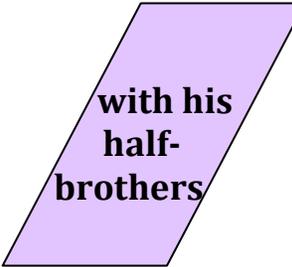
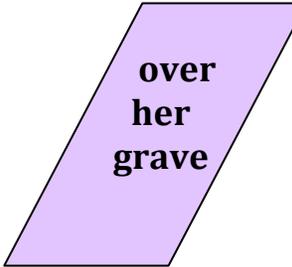
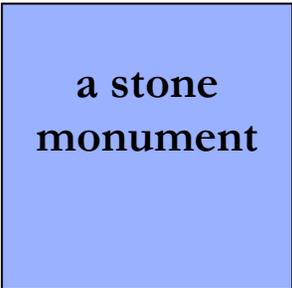
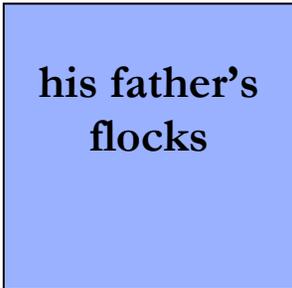
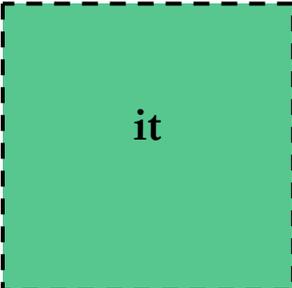
1 Jacob	1 isn't having	1 Rachel
1 answers	1 has married	1 have
1 You	1 She	1 God
1 any children	1 another son	1 her prayers

Set One



2  We	2  Rachel	2  returns
2  is buried	2  to his homeland	2  on the way to Bethlehem
2  were	2  bowed	2  Jacob
2  The sun, moon and eleven stars	2  out in the field	2  low before me

Set Two

3  <p><b>Jacob</b></p>	3  <p><b>gives</b></p>	3  <p><b>some thought</b></p>
3  <p><b>Joseph</b></p>	3  <p><b>His father</b></p>	3  <p><b>sets up</b></p>
3  <p><b>tends</b></p>	3  <p><b>with his half- brothers</b></p>	3  <p><b>over her grave</b></p>
3  <p><b>a stone monument</b></p>	3  <p><b>his father's flocks</b></p>	3  <p><b>it</b></p>

Set Three



4 He	4 Give	4 a special gift
4 gives	4 children	4 me
	4 Joseph	

Set Four

Task 7



**Objectives:**

➤ to **demonstrate** listening comprehension by action

**Grouping:**

➤ groups  
➤ whole class

**Approx Time:** 40 minutes

**Materials:**

➤ **Unit 1 Script** for each learner  
➤ **Audio CD**  
➤ hats & other costuming (optional)  
➤ **Listening Assessment Sheet**

**Text:**

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

## Let the Show Begin

1. Hand out the **Unit 1 Script** to each learner.
2. Ask the learners to picture the actions of the people as they listen.
3. Play the **Audio CD**.
4. Explain that the class is going to ‘sculpt’ a picture – transferring it into still life. You, the teacher will put everyone in position as in a still picture. There are no actions or words at this point.
5. Choose a line from the script, e.g. *line 6 Rachel: Give me children*. Ask for volunteers to be actors and “sculpt” the picture by having learners assume the positions in the script. Pay attention to detail such as where hands are and who is looking at whom. At this point everyone is still and silent, holding their positions.
6. Ask the volunteers to decide what their next small move will be. Get each learner to say and/or show it one at a time and then re-assume their original position.
7. One at a time, ask the learners what they will say in that situation to each other. Have them demonstrate what they would say.
8. Divide the class into small groups. Each group should choose a director. Give each small group a picture and let them (a) sculpt it, (b) plan the next action, and (c) add the words from the script.
9. Have each group in turn show the class what they have planned.

**Instructor Note:** You may want to record your assessment of the learners listening proficiency by using the **Listening Assessment Sheet**.



# Special Child, Special Dreams Script

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

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  
4 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  
12 becomes pregnant and gives birth to a son.

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



18 **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  
20 me be on my way.

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

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

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

30 **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  
34 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.

*Special Child, Special Dreams*

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  
38 with his half brothers, the sons of his father's wives, Bilhah and Zilpah.

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

42  
44 **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  
Joseph a special gift—a beautiful robe. But his brothers hate Joseph because  
46 of their father's partiality. They can't say a kind word to him.

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  
52 **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  
bowed low before it!

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

58 **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.

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

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

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

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



Listening Assessment Sheet Date: \_\_\_\_\_

	Learners:	Discourse Coherence	Structures	Pronunciation
		Individual Sounds	Stress/Rhythm Intonation	
		<p><b>1. Initial Basic Proficiency:</b> understands limited number of isolated words; minimal comprehension of connected discourse; is not able to listen and perform actions</p> <p><b>2. Developing Basic Proficiency:</b> understands simple routine, predictable questions about personal information; demonstrates little comprehension of connected discourse; limited ability to listen and perform actions</p> <p><b>3. Adequate Basic Proficiency:</b> can understand with some difficulty basic needs in informal conversations; demonstrates some evidence of comprehension of connected discourse (and, but); has limited recognition of chronological sequencing of events in narrating stories; able to listen and perform some simple actions; is able to guess and predict</p>	<p><b>1. Initial Basic Proficiency:</b> understands limited number of common words and phrases in a predictable context; needs extensive assistance</p> <p><b>2. Developing Basic Proficiency:</b> recognizes structures to follow simple personal information questions and simple commands or directions with clear contextual clues</p> <p><b>3. Adequate Basic Proficiency:</b> recognizes grammar structures in questions related to personal experience and expanded range of common daily instructions, positive and negative commands and requests related to context</p>	<p><b>1. Initial Basic Proficiency:</b> recognizes minimal sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances</p> <p><b>2. Developing Basic Proficiency:</b> recognizes some sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances</p> <p><b>3. Adequate Basic Proficiency:</b> recognizes adequate sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances</p>
	<b>1.</b>	1 2 3	1 2 3	1 2 3
	<b>2.</b>	1 2 3	1 2 3	1 2 3
	<b>3.</b>	1 2 3	1 2 3	1 2 3
	<b>4.</b>	1 2 3	1 2 3	1 2 3
	<b>5.</b>	1 2 3	1 2 3	1 2 3
	<b>6.</b>	1 2 3	1 2 3	1 2 3
	<b>7.</b>	1 2 3	1 2 3	1 2 3
	<b>8.</b>	1 2 3	1 2 3	1 2 3

\*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Listening Stage 1

## Sounding English

### Task 8



#### Objectives:

- to **use** appropriate thought grouping
- to **read** a script meaningfully

#### Grouping:

- individuals
- pairs
- whole class

**Approx Time:** 60 minutes

#### Materials:

- **Thought Groups SLIDE**
- **Where Not to Pause SLIDE**
- **Pausing SLIDE**
- hat & other costuming (optional)

#### Text:

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

1. Present the concept of thought groups. When speaking English, words are grouped into information bundles that are set off by pauses. This is a very important aspect of the English language for making meaning. There are some places where it is necessary to pause, some places where it is okay to pause, and some places where you must not pause. **It is important to know where not to pause.**

2. Read **Thought Groups SLIDE** and ask the learners to listen and count how many thought groups they hear. (Three, or four, depending on how it is said.) The speaker decides.

*"I name him Joseph which means 'may he add'. May the LORD give me yet another son."*

I name him Joseph||which means||'may he add'. ||  
May the LORD give me yet another son.

**OR**

I name him Joseph||which means 'may he add.' ||  
May the LORD give me yet another son.

3. Listen to some lines from the script being read on the CD. Have learners write down how many thought groups they hear in each [they can count the pauses].

4. Using **Where Not to Pause SLIDE** present that pauses ***should not*** be put in the middle of phrases:

- a. subject and verb
- b. noun phrase
- c. prepositional phrase
- d. verb phrase



**I name him Joseph  
which means ‘may  
he add.’ May the  
LORD give me yet  
another son.**

Thought Groups SLIDE

## What are thought groups?

- a preposition and its following noun phrase  
*e.g. to as son; over her grave*
- a subject and verb  
*e.g. God remembers; Rachel dies*
- an article or determiner and its noun  
*e.g. a son; another son*
- an auxiliary and main verb  
*e.g. has married*

## Where do we NOT put pauses?

- in the middle of a prepositional phrase
- between a subject and verb
- in the middle of a noun phrase
- in the middle of a verb phrase

Where Not to Pause SLIDE



5. Using the **Pausing SLIDE**, read it making a long pause at the end of each line.

Jacob  
settles in the  
land of  
Canaan where his  
father Isaac had  
lived

Elicit from the learners why each pause is inappropriate. What has been separated that shouldn't be?

*Answer Key:*

Jacob	[ a. pause between subject and verb]
settles in the	[ b. pause between determiner and noun]
land of	[ c. pause between preposition and noun]
Canaan where his	[ b. pause between determiner and noun]
father Isaac had	[ d. pause between auxiliary verb and main verb]
lived	

6. Have the learners turn to the **Script in Task 7** and listen to the script being read again.
7. Put up the SLIDE of the following sentence, and show the learners how to mark thought groups by using a double parallel line (||). Have them practise on another example.  
“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.”
8. Assign parts to the learners. Have them mark the thought groups **in their own lines**. (The narrator has many more lines than the others, the instructor could be the narrator.)
9. In pairs, have the learners practise their own lines. Does their partner agree with where they put the pauses? Circulate so as to be a resource if there are any questions. Remind them that there are many choices for where you CAN put the pauses but no choices for where NOT to put them.
10. Push back the desks to make a ‘stage.’ Make hats and other costuming available to the learners, and have them act out the script. Dramatize it a few times.

**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.**

Pausing SLIDE