The Life of Joseph

Following God's Dreams

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Adapted version of *Faith Journey I*, 2009 by Gail Tiessen and Elfrieda Lepp-Kaethler
Volume I of a 2-volume series

- **Other volume in the series:**
  Volume II: Faith Journey II, The Life of Peter

Published by:
Joy Two Publications
80 Parkview Crescent
Steinbach, MB R5G 2G5 Canada
Telephone: *(204) 326-5172*
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Acknowledgements

The development of the *Faith Journey I* curriculum was made possible by the hard work and collaborative spirit of individuals whose generous contribution of time and expertise expanded the scope of these documents and enriched their contents.

The writing team wishes to acknowledge the following individuals and organizations for their support and contribution to this project.

Thanks to the following students in the course, *Language Curriculum Development,* at Providence Theological Seminary January 2005, for the contributions made through assignments:
Jean Campbell Christine Groeneveld Debra Maertins Elaine Peters Anya Shagin Dawn Wilson

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http://graphicmaps.com/clipart.htm
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Audio Voices:
Director – Gail Tiessen **Sound Technician** – Matthew Martens **Editor** – Joyce Goertzen
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Chris Marchand John McNeill Bruce Peters Gail Tiessen Terrance Tiessen Amber Wylie

Graphic Design, Typesetting and Layout: Joyce Goertzen

ISBN 9781000000000

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

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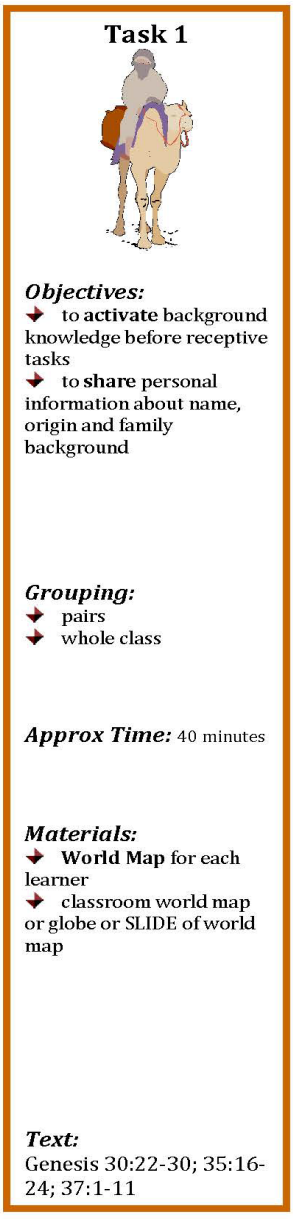
User Guide

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.

Each task has a side bar that gives information for the instructor.



Detailed instructions for the use of the **photocopiable** worksheets

Biblical reference: for each unit text

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Unit	Task 1	Task 2	Task 3	Task 4
1	***Locating Joseph*** ≐40min	***Family Life*** ≐45min	***Name the Relationship*** ≐40min	***Jacob's Family Album*** ≐20min
Special Child, Special Dreams *pg. 1*	- 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	***Who's Who?*** ≐15min	***What Happens Next?*** ≐20min	***Is It True?*** ≐15min	***How Do You Say That Name?*** ≐15min
Evil Plans Against Joseph *pg. 33*	- 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	***Success and Adversity*** ≐25min	***Listening to the Story*** ≐20min	***Vocabulary Challenge*** ≐45min	***What Happened?*** ≐30min
Betrayal in Potiphar's House *pg. 65*	- 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	***What Does My Dream Mean?*** ≐25min	***Dreams to Order*** ≐20min	***Meaningful Words*** ≐30min	***How Is 'ed' Said?*** ≐35min
Experiences in Prison *pg. 105*	- 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	***Dreams*** ≐50min	***Pharaoh's Dreams*** ≐40min	***Fat Cow, Thin Cows…*** ≐20min	***Problems on the Farm*** ≐20min
From Dreams to Prime Minister *pg. 141*	- 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	***Looking Back*** ≐40min	***Confused Brothers*** ≐20min	***Tell Me More*** ≐30min	***Today's Headline Is…*** ≐20min
Famine Impacts Jacob *pg. 197*	- 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
Talking About It ≒40min	***Who Does What to Whom?*** ≒40min	***Let the Show Begin*** ≒40min	***Sounding English*** ≒60min	**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** *pg. 1*
Where Are You? ≒40min	***Strong Emotions*** ≒30min	***Let's Plan*** ≒50min	***What to Do with Joseph?*** ≒30min	**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** *pg. 33*
Changing Words ≒30min	***All Stressed Out!*** ≒40min	***Ranking Refusals*** ≒20min	***Winds of Time*** ≒20min	**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** *pg. 65*
Four Dreams ≒30min	***Some Time Later*** ≒30min	***Tell Someone Something*** ≒30min	***Tell Us What You Think*** ≒30min	**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** *pg. 105*
Putting Plans Together ≒20min	***Timeline of Joseph's Life*** ≒15min	***Egyptian Mime*** ≒20min	***Touring the Land on a Camel*** ≒20min	**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** *pg. 141*
It's Not So ≒45min	***Strong Feelings!*** ≒40min	***Look!*** ≒40min	***Oh No!*** ≒20min	**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	- to **understand** and use the 4th level intonation pitch for strong emotion	- to **use** emotional language	**Famine Impacts Jacob** *pg. 197*

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Unit	Task 1	Task 2	Task 3	Task 4
7	***Company's Coming*** ≒20min	***Returning to the Man in Egypt*** ≒30min	***Show Me*** ≒30min	***If Not…Then*** ≒30min
An Unexpected Invitation *pg. 243*	- to **activate** personal background knowledge - to **compare** hospitality practices in different cultures	- to **listen** for specific information	- to **learn** key words related to economy - to **read** for specific information (imperatives)	- to **form** negative statements and conditional phrases - to **make** false statements into true statements
8	***Who Am I?*** ≒20min	***Speech Bubbles*** ≒20min	***Personal Possessions Grabber*** ≒20min	***Missing Possessions*** ≒20min
Brother's Reunion *pg. 283*	- to **activate** prior knowledge about main characters and storyline - to **sequence** key events of the unit - to **discuss** main characters	- to **comprehend** the story through putting the unit pictures in order - to **read** quotations from the script	- to **understand** vocabulary of contemporary personal belongings	- to **use** the apostrophe for noun possession - to **learn** the pronunciation of 's'
9	***Life as a Journey*** ≒30min	***Jacob Sets Out for Egypt*** ≒20min	***Immigration*** ≒30min	***You Tell Him This*** ≒20min
Immigrating to Egypt *pg. 331*	- to **activate** prior knowledge about main characters and storyline - to **sequence** key events of the unit - to **discuss** main characters	- to **develop** listening skills through ordering a set of pictures	- to **develop** immigration vocabulary	- to **understand** how pronouns give cohesion to a script - to **write** correct words in a cloze script
10	***Looking Back*** ≒30min	***Guess What Was Said*** ≒30min	***Problems and Solutions*** ≒30min	***Please Give*** ≒30min
Life in Egypt *pg. 369*	- to **activate** background knowledge and personalize content in preparation for receptive tasks - to **read** key event cards	- to **predict** plot in a listening task	- to **use** the connector 'so' - to **read** the script to identify problems and solutions	- to **pronounce /iʸ/ and /l/** - to **do** a dramatic reading
11	***Bless You*** ≒30min	***Vocabulary Fishing*** ≒30min	***Jacob Dies*** ≒30min	***Joseph's Family Tree*** ≒30min
Jacob Blesses His Family *pg. 411*	- to **introduce** and **understand** the concept of blessings - to **discuss** ways of blessing others in various cultures - to **activate** prior knowledge before receptive task - to **summarize** information on a chart	- to **understand** words related to blessings - to **become** familiar with the descriptive phrases associated with Jacob's blessings	- to **listen** for details - to **read** and **respond** to multiple choice questions	- to **scan** the script for specific information
12	***Who Is the Actor?*** ≒20min	***Opposites*** ≒20min	***Where Have We Been?*** ≒20min	***Trivia*** ≒30min
God Changes the Ending *pg. 461*	- to **listen** for specific detail	- to **gain** meaning of phrases through the use of antonyms	- to **sequence** and retell the story of Joseph's life - to **read** key event cards	- to **answer** questions about Joseph's life story - to **discuss** the times and culture of Joseph's day
Tool Kit	*pg. 493*			

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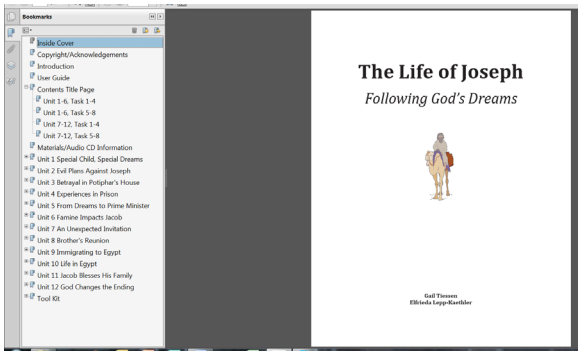
Task 5	Task 6	Task 7	Task 8	Unit
Buying Gifts ≐30min	***With This Brother*** ≐30min	***Is This Your Youngest Brother?*** ≐30min	***Around the Table*** ≐30min	**7**
- to **use** count and non-count nouns - to **scan** the script for nouns - to **categorize** count and non-count nouns	- to **pronounce** 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** *pg. 243*
What Can We Say to You? ≐30min	***Outrageous Questions*** ≐20min	***Dramatize It!*** ≐20min	***Raging Role Plays*** ≐30min	**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** *pg. 283*
Who Did What When? ≐20min	***Questioning*** ≐30min	***How Do I Say That?*** ≐30min	***Arriving in Egypt*** ≐30min	**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** *pg. 331*
Natural Disasters ≐30min	***The Need to do Something*** ≐30min	***Exchanging Valuables*** ≐30min	***Questions for the Road*** ≐20min	**10**
- to **develop** natural disaster vocabulary - to **fill** in a crossword puzzle	- to **use** *need* type verbs with the infinitive - to **understand** the pronunciation of the *to* 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** *pg. 369*
And or But ≐30min	***Say It Clearly*** ≐60min	***Promises and Permission*** ≐30min	***Every-day Blessings*** ≐30min	**11**
- to **use** coordinating conjunctions *but and* 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 *will* and *may* 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** *pg. 411*
Dead End Choices ≐30min	***But God*** ≐30min	***What About You?*** ≐30min	***Reflections*** ≐60min	**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** *pg. 461*
			pg. 493	**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 curser 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*

All **Audio Files** are embedded in the **Instructor SLIDES**. **Click** on the **Audio Button** on the specific SLIDE to activate the Audio.

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