

Unit 1



Special Child, Special Dreams

Task	Genesis 30:22-30; 35:16-24; 37:1-11	Page
1	Locating Joseph	2
2	Family Life	4
3	Name the Relationship	8
4	Jacob's Family Album	10
5	Who Does What to Whom?	12
6	Sounding English	14
7	Tell Us What You Think	22

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

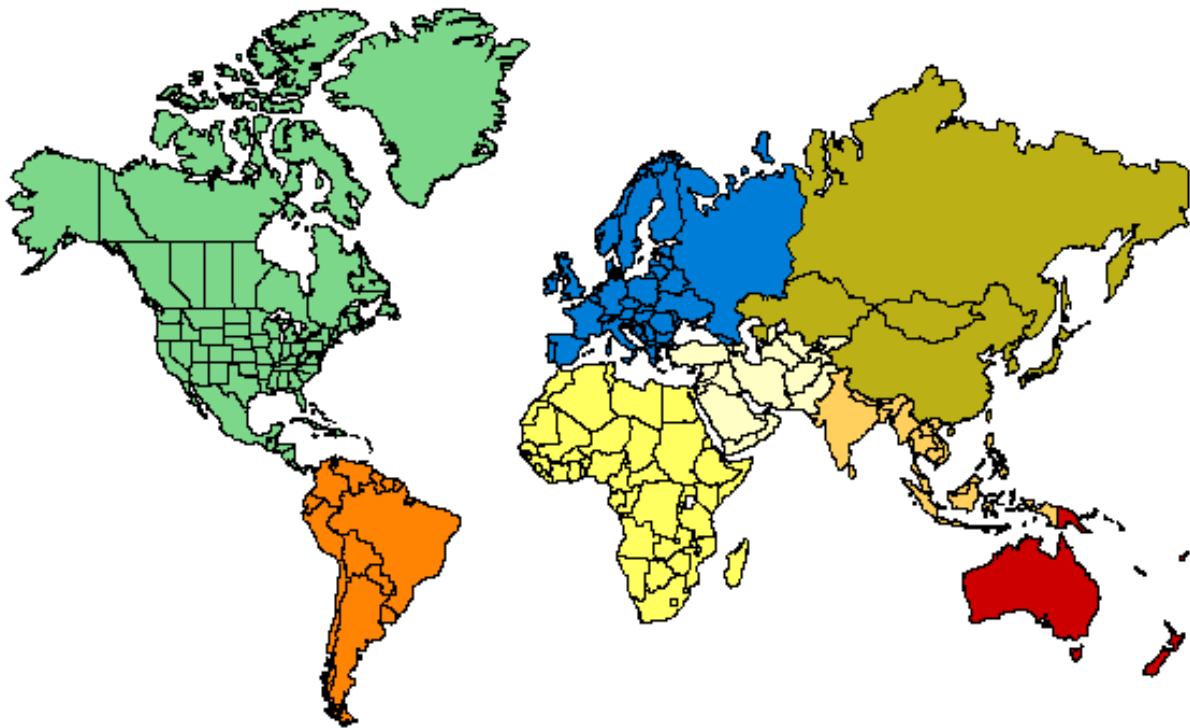
➡ classroom world map or globe or SLIDE of world map

Text:

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

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. 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

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
- ➡ **Relationship SLIDE** poster paper
- ➡ **Find Someone Who Worksheet** for each learner

Text:

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

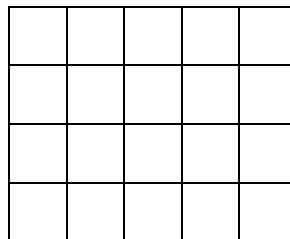
Family Life

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.

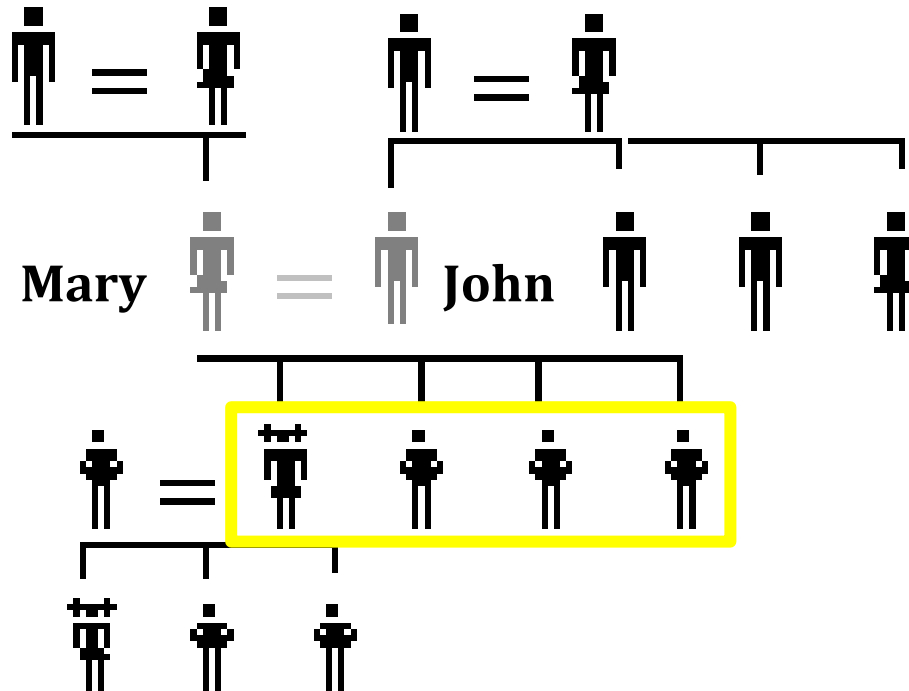
Part B: Family Relationships

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.



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	

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

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 . . .

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

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:

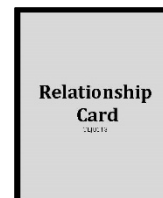
Genesis 30:22-30; 35:16-24; 37:1-11

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:

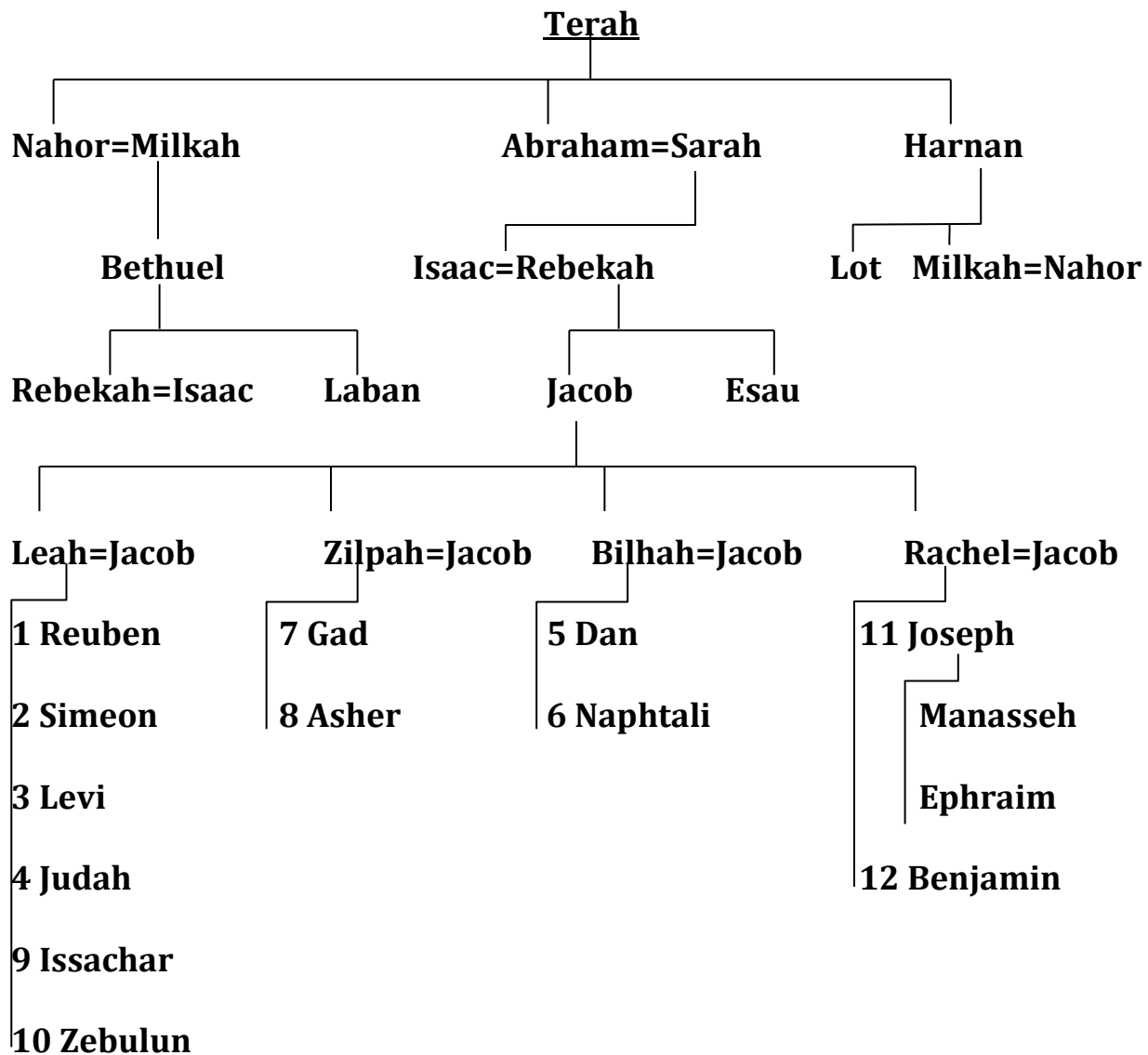
- Who is Jacob's wife?
- Who is Jacob's father?
- Who is Jacob's mother?
- Who is Jacob's brother?
- Who is Joseph's brother?
- Who is Joseph's half-brother?

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.



What is the relationship of ABRAHAM to Jacob?	What is the relationship of RACHEL to Jacob?	What is the relationship of SARAH to Jacob?	What is the relationship of LEAH to Jacob?
Answer: grandfather	Answer: wife	Answer: grandmother	Answer: mother
What is the relationship of BUNY to Jacob?	What is the relationship of JUDAH to Jacob?	What is the relationship of RASHID to Jacob?	What is the relationship of EPHRAIM to Jacob?
Answer: son	Answer: son	Answer: brother	Answer: brother
What is the relationship of ASHUR to Jacob?	What is the relationship of LEVI to Jacob?	What is the relationship of BENJAMIN to Jacob?	What is the relationship of SIMEON to Jacob?
Answer: grandfather	Answer: wife	Answer: son	Answer: son
What is the relationship of ISHAK to Jacob?	What is the relationship of RUBEN to Jacob?	What is the relationship of DAN to Jacob?	What is the relationship of NAFTALI to Jacob?
Answer: father	Answer: brother	Answer: brother	Answer: brother

Jacob's Family Tree



Jacob's Family Tree/SLIDE

Task 4



Objectives:

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

Grouping:

- ➡ pairs

Approx Time: 20 minutes

Materials:

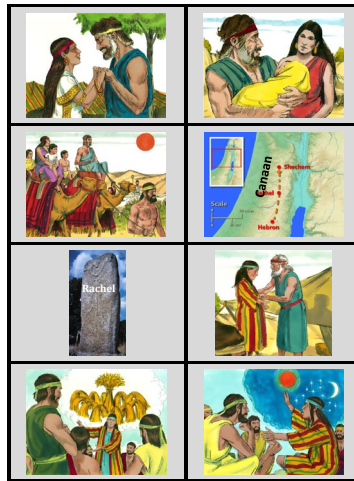
- ➡ **Picture set** for each pair
- ➡ **Unit 1 PPT Slides**

Text:

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

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.



2. Ask the learners to rearrange the pictures as they see fit while they listen to the **Unit 1 Slides**. Play the Audio as often as the learners need to complete the task to their own satisfaction.

Instructor Note: the **Audio SLIDE Set** is embedded in the **Unit 1 PPT SLIDES**, beginning at **SLIDE 11**.
(The slides advance automatically)

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.
5. Instruct the pairs to retell the story to each other, by describing alternate pictures. Then they can retell the story again, switching pictures.

Task 5



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.

Jacob	answers	Rachel	can't hurt
has married	how	You	She
God	any children	another son	her prayers

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**.

We	Rachel	rejoice	is buried
the his acquaintance	on the way to / his home	were	buried
Jacob	The sun, moon and eleven stars	out to the field	long before he

Jacob	gives	some thought	Joseph
His father	not say	reads	with his half brothers
ever her prayers	a stone monument	his father's flock	it

He	Gives	a special gift	gives
children	me	Joseph	

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.

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

Task 6



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
- Unit 1 Script for each learner
- Unit 1 Audio

Text:

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

Sounding English

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. 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.**

What are thought groups?

- a preposition and its following noun phrase
e.g. to a 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

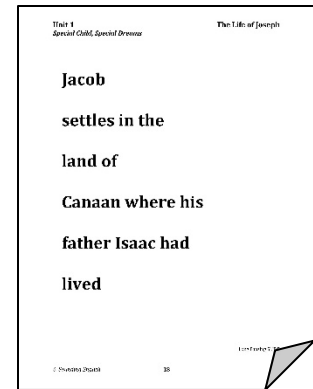
Where do we **NOT** put pauses?

- 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 **Long 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. Hand out the **Unit 1 Script** to the learners and listen to the script being read again. [PPT Slide 50-73] (*Slides will advance automatically*)

7. Put up the **Pausing 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.

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

Special Child, Special Dreams

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

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

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

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

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



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

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

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

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

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

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. The sons of Rachel are Joseph and Benjamin.

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

Narrator 1: Now Jacob loves Joseph more than any of his other children
42 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 **Narrator 2:** One night Joseph has a dream and promptly reports the details to
48 his brothers, causing them to hate him even more.

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

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

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

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

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

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

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

Task 7



Objectives:

➡ to answer questions and share opinions

Grouping:

➡ whole class

Approx Time: 20 minutes

Materials:

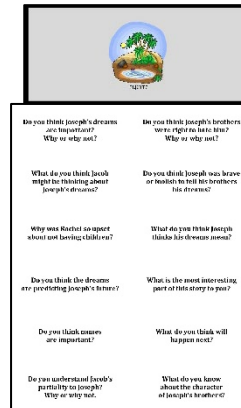
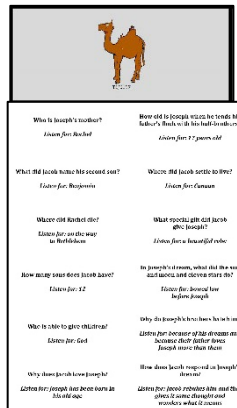
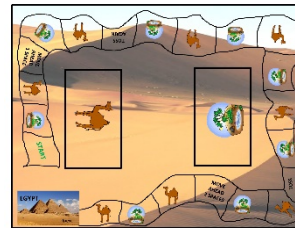
➡ Life Journey Board, movers, coin for each group
➡ Camel & Oasis Cards for each group (print double sided)

Text:

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

Tell Us What You Think

1. Divide the learners into groups of three or four.
 - Give each group a **Life Journey Board**, movers for each learner, 1 coin, a set of **Camel Cards** and a set of **Oasis Cards**.



- Place the cards on the designated squares, face down.
 - Each learner receives a mover.
 - The coin is tossed to indicate moves with *heads* indicating *two spaces* forward and *tails* indicating *one space* forward.
2. Whenever a learner lands on a *Camel*, they take the top card from the *Camel* pile and answer the question (these are factual questions).
 - If the learner lands on an *Oasis*, he/she takes the top card from the *Oasis* pile and gives an opinion.
 - There is **no** right or wrong answers to the *Oasis* questions.