

Teacher's Notes:

Bible Reading: Joseph Rises from Prison to Palace - [Genesis 39:20-23](#); [40:4-22](#); [41:14-57](#); [42:3-25](#); [45:3-5](#)

Theme: Jobs

Pronunciation: /f/ and /m/

Grammar:

- Was/were & negative
- questions

Preparation:

- Pray
- Read Bible verses
- Preview slides
- Optional: Bring job-related objects such as bread, ruler, tray with cup, slim paint brush, etc.



Pray, Review, and Preview

Bible Reading: Joseph Rises from Prison to Palace

[Genesis 39:20-23](#); [40:4-22](#); [41:14-57](#); [42:3-25](#); [45:3-5](#)

Theme: Jobs

Pronunciation: /f/ and /m/

Grammar: was/were negative and questions

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Pray

Pray for the class. You may want to thank the Lord for opportunities to learn skills for jobs!

Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure they have read [Genesis 39:20-23](#); [40:4-22](#); [41:14-57](#); [42:3-25](#); [45:3-5](#) in their native languages in preparation for the lesson. (Please note that this story spans a few chapters of the Bible, and we have cited only verses needed to understand the story as summarized below.)

Review the main points of the previous lesson and ask if there are any questions.



1A. Theme pictures

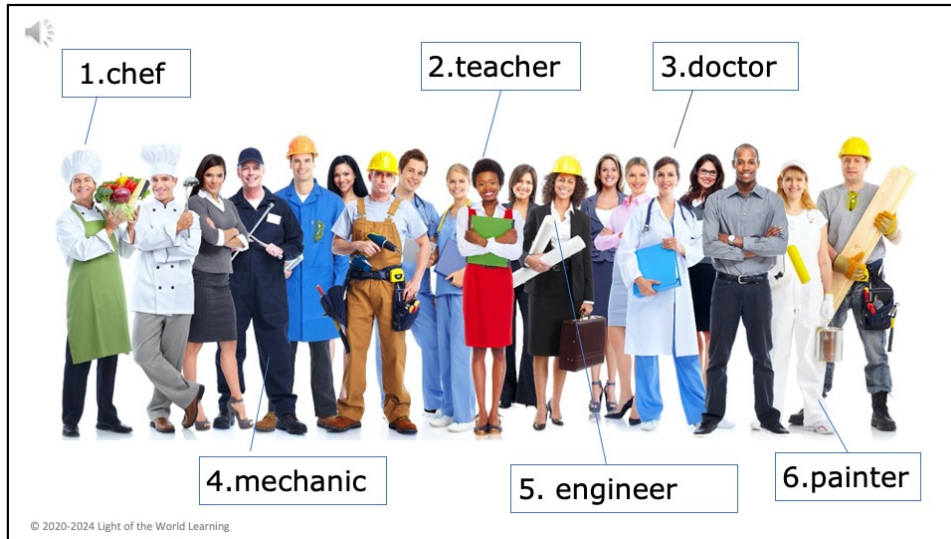
Ask "What do you see?" and "What else?"

Repeat and write their words, or show the words on the next slide.

Answers may include: Doctor, cook, mechanic, painter, carpenter, etc.

More advanced students can be encouraged to make complete sentences:

He is a mechanic. She is a painter.







1B. Show Words for Theme Picture

Please show the names of the theme picture items to the students briefly.

These words can be studied for homework.

Practice of vocabulary begins with the following slide.

🔊 Listen and repeat.

1		2		3		4	
	a doctor		a farmer		a pastor		a server
	doctors		farmers		pastors		servers

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2A. Vocabulary

- 1. Say the new words in a simple sentence:** "This is a doctor," several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
- 2. Say the word and the article that goes with it several times, as you indicate the object.** For example, say: *a doctor, a doctor, a doctor*. Have your students then repeat the word after you several times.
- 3. Say the word in the same sentence again.** Have students repeat after you each time, "This is a doctor."
- 4. Check students' comprehension by asking direct questions.** For example, *Who is this? Where's the pastor?*

🔊 Listen and repeat.

<p>5</p> 	<p>6</p> 	<p>7</p> 	<p>8</p> 
<p>a musician</p>	<p>a nurse</p>	<p>a teacher</p>	<p>a shepherd</p>
<p>musicians</p>	<p>nurses</p>	<p>teachers</p>	<p>shepherds</p>

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2B. Vocabulary

1. **Say the new words in a simple sentence:** "This is a musician," several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word and the article that goes with it several times, as you indicate the object.** For example, say: *a musician, a musician*. Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "This is a musician."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Where's the nurse? Are there teachers in the pictures?*

🔊 Listen and repeat.

<p>9</p> 	<p>10</p> 	<p>11</p> 	<p>12</p> 
<p>a baker</p>	<p>a store owner</p>	<p>an artist</p>	<p>an engineer</p>
<p>bakers</p>	<p>store owners</p>	<p>artists</p>	<p>engineers</p>

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2C. Vocabulary

- 1. Say the new words in a simple sentence:** "This is a baker," several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
- 2. Say the word and the article that goes with it several times, as you indicate the object.** For example, say: *a baker, a baker, a baker*. Have your students then repeat the word after you several times.
- 3. Say the word in the same sentence again.** Have students repeat after you each time, "This is a baker."
- 4. Check students' comprehension by asking direct questions.** For example, *Who is this? Where's the engineer?*



Listen and repeat.

Question ?	Positive +	Negative -
What was...? Was I...? Was he...? Was she...? Was it...?	was	was not wasn't
What were...? Were you...? Were we...? Were they...?	were	were not weren't

1. What was his job? He was a shepherd.

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2D. Grammar

Was and *were* are the simple past tense singular and plural forms of the verb *to be*.

Am, *is*, and *are* are the simple present tense of the verb *to be*.

Model, Repeat, and Solo the pronunciation of all forms shown on the chart and the sentence below the chart.



Listen and repeat.

A: What was your first job?

B: I was a **baker**.

A: What were your work hours?

B: I worked **Tuesday** to **Saturday** from **4:00 PM** to **12:00 AM**.

A: How long were you a **baker**?

B: **Four** years.



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3A. Conversation 1

- 1. Model: Say both parts of the conversation several times.** Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. Students are to watch and listen.
- 2. Repeat: Say one line at a time and have students repeat until they can be understood.**
- 3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).
- Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).
- Explain that "**AM**" and "**PM**" are both abbreviations of Latin terms and refer to a specific time of day: **AM** (*ante meridiem*) means

"before noon," so it refers to the morning. **PM** (*post meridiem*) means "after noon," so it refers to any time after midday.



Listen and repeat.

A: What is your job?

B: I'm a teacher.

A: When do you work?

B: I work Monday to Friday from 8:00 AM to 3:00 PM.

A: Do you teach in person or online?

B: Both! On Mondays, I teach in person, but the rest of the week I work online.



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3B. Conversation 2

- 1. Model: Say both parts of the conversation several times.** Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. Students are to watch and listen.
- 2. Repeat: Say one line at a time and have students repeat until they can be understood.**
- 3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).
- Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).



Listen and repeat.

1. /f/	2. /m/	3. Challenge
farmer	must	
family	musician	
four	man	
Friday	mechanic	
pharaoh	Monday	

- A. The farmer works outside.
- B. Pharaoh was a king.

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4A. Pronunciation: Sound and Spelling




Point out that the letters F or PH can both spell the /f/ sound.

- 1. Model: Say the sound several times while pointing to it.**
(For example, point to the f and say /f/ /f/ /f/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/f/ farmer, family, four, Friday, pharaoh). Students just watch and listen.
- 2. Repeat: Say the sound and each word several times,** having students repeat each time after you in unison. Be sure to use your normal voice and rate of speed. Do one column at a time, top to bottom. Then read the sentences below the chart.
- 3. Solo: Call on individuals to say a sound and its word group.**
Give lots of praise.

4. **Challenge:** Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.



Listen and repeat.

		
nurse	artist	store owner
dream	farmer	food server
store	pastor	family
God	baker	English class

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4B. Hum and clap the stress

Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

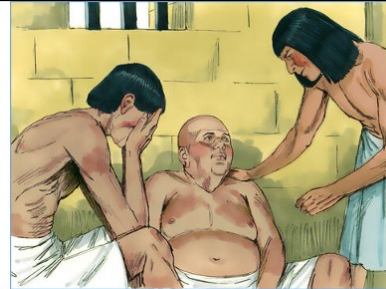
You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you say the words.

- 1. Model:** Hum and then say each word in the group several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire group of words.

Joseph Rises from Prison to Palace

[Genesis 39:20-23](#); [40:4-22](#);
[41:14-57](#); [42:3-25](#); [45:3-5](#)

Joseph was in prison for many years. One day the Pharaoh was angry with two servants, a wine server and a baker. He put them in prison.



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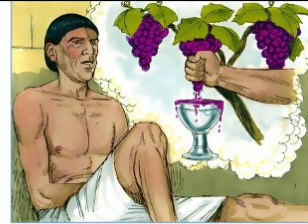
5A. Read Story

Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand. The hyperlink of the Bible verses connects to <https://live.bible.is> where students can select from over 1,000 languages to read and listen to the verses.

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.



That night they both had dreams. In the morning they told their dreams to Joseph. Joseph told them God is the only one who can explain dreams. Joseph gave the correct meaning of their dreams. The wine server went back to work for the Pharaoh. The baker was killed.



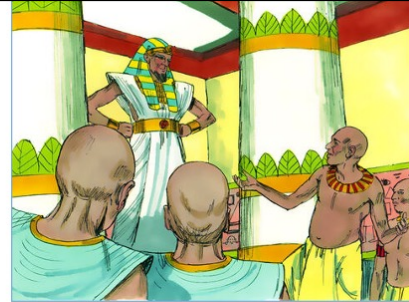
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5B. Read Story

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



Two years later the Pharaoh had a dream. No one in Egypt was able to give its meaning. The Pharaoh got angry. Then his wine server said, "There is a man in prison who gives the correct meaning of dreams."



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5C. Read Story

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



The Pharaoh called Joseph from prison. Joseph said, "Your dream is from God. He will send seven good years, then seven years of famine. You need to prepare for the famine."



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5D. Read Story

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



So the Pharaoh made Joseph ruler of Egypt. Joseph stored much food. Then seven years of famine came. Joseph saved all the people from famine.



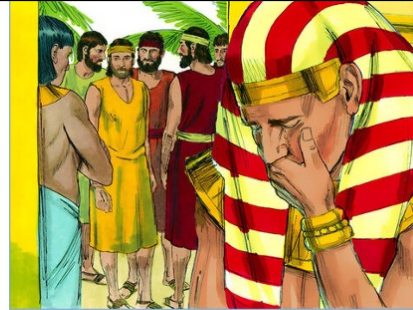
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5E. Read Story

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



During the famine, Joseph's brothers came to Egypt to buy food. They did not recognize Joseph. He tested them. Then he told them, "I am Joseph, your brother." They were very afraid. Joseph cried and forgave his brothers.



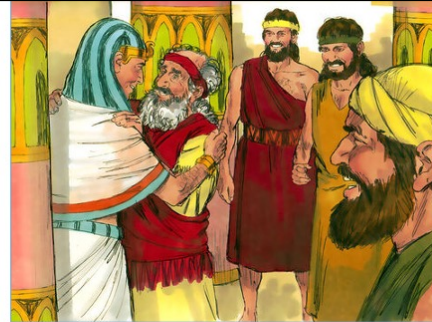
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5F. Read Story

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



Then Joseph's father, brothers, wives and children all came to live in Egypt. God blessed them.



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5G. Read Story

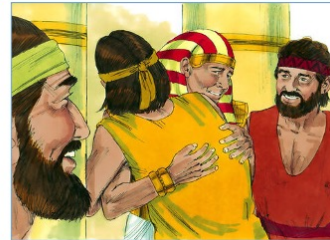
- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. When finished with the story, ask if the learners have any questions or comments about it.

Next slide has story questions.



Answer the questions

1. What happened to Joseph?
2. How did Joseph treat his brothers?
3. What does it mean to forgive?
4. Who do you need to forgive?



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5H. Story Questions

Ask the questions and discuss as a group. For questions 1 and 2, you may go back to the story to help them find the answer. For questions 3 and 4, answers may vary.

Answers:

1. He went to prison.
2. Joseph forgave his brothers
3. Forgiveness means to stop feeling anger toward someone who hurt you or made you angry. All sins or wrongdoings against God are forgiven for those who believe in Jesus. It is a gift from Jesus who died on the cross to pay the price for our sins.
4. Answers will vary.

You can explain forgiveness as did Paul in Ephesians 2:8-9:

I mean that you have been saved by grace because you believed. You did not save yourselves; it was a gift from God. You are not saved by the things you have done, so there is nothing to boast about.



Listen and write one word per line.

1.	farmer	pharaoh
2.	Monday	must
3.	musician	mechanic
4.	four	engineer
5.	Friday	nurse
6.	military man	shepherd
7.	factory worker	doctor

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6A. Activities: Dictation of sound/spelling words

Read the words with a sample sentence and have students write just one word for each line. Check spelling.

For more advanced students, you can hide the sample word bank.

1. farmer, farmer (The farmer was at his farm.), farmer
2. must, must (We must forgive others.), must
3. musician, musician (The musician wasn't able to come on Monday.), musician
4. military man, military man (The military man was dressed in green.), military man
5. Friday, Friday (Friday was four days ago.), Friday
6. pharaoh, pharaoh (Pharaoh was the king of Egypt.), pharaoh
7. Monday, Monday (I will visit the doctor on Monday.), Monday

Remind students that the names of days are always capitalized.

🔊 Write questions and ask your partner.

Questions	Answers
1. What was your first job?	I was a wine server.
2. What were _____ ?	
3. Were you _____ ?	
4. Were they _____ ?	
5. Was it _____ ?	
6. Where was _____ ?	

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6B. Activities: Pair work

First, ask students to complete writing the questions. Then ask students to interview a partner and write their partner's answers. Then they will switch roles and answer their partner's questions. Check answers for correct grammar and punctuation.

Answers will vary

1. What was your first job?
2. What were your working hours?
3. Were you happy?
4. Were they good to you?
5. Was is a job you enjoyed doing?
6. Where was the job?

🔊 Ask your partner questions about jobs.

What was your first job?	What is your job now?	When do you work?
Store owner	Pastor	Monday-Wednesday 12:00 PM-9:00 PM

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6C. Activities: Pair work

Each partner has a turn to ask the questions while the other writes the answers.

An example is given.



Guess the job game!



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7. Games

In person: Use cards with the jobs from the vocabulary section then have students each take one card without looking at it and hold it up to their forehead (facing out so other students can read it). They must ask the other students questions until they figure out what job is on their card.

Example questions: Do I work with animals? Do I work in a hospital? Do I serve food? Am I an engineer?

Online: Use the chat feature to send a private message with the job to everyone except the student guessing. E.g. "Sarah is a shepherd."



1 & 2 Homework

1. Read the next lesson's Bible verses: Exodus [3:9-12](#); [5:1-11](#); [12:21-42](#); [20:1-17](#) in your language.

2. Write sentences about jobs that you and your family had. Use *was, were, I, he, she* and more.

A. I was a babysitter. My father was a farmer.

B.

C.

D.

E.

F.

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Homework 1 and 2: Reading the next Bible Lesson in L1, and writing about self with new vocabulary













Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. The hyperlink of the Bible verses connects to <https://live.bible.is> where students can select from over 1,000 languages to read and listen to the verses.

Model. Go over each of the homework assignments to be sure the student understands what to do.

Repeat. Encourage students to find someone with whom to practice conversing and reading the completed homework assignment. They may use a bilingual dictionary.

Solo. Students will share their homework when they are finished. After they have shared their homework, be sure to check it for

correctness, including spelling. Explain mistakes, while providing praise and encouragement. Answers will vary.

3. Write the names of jobs.					
1 	2 	3 	4 	5 	6 
a doctor					
doctors					
7 	8 	9 	10 	11 	12 

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Homework 3: Write the vocabulary words with the pictures.

This homework practices writing the names of the jobs in singular and plural forms. Number one is an example.

Answers:

- 2. a farmer; farmers
- 3. a pastor; pastors
- 4. a server; servers
- 5. a musician; musicians
- 6. a nurse; nurses
- 7. a teacher; teachers
- 8. a shepherd, shepherds
- 9. a baker; bakers
- 10. a store owner; store owners
- 11. an artist, artists
- 12. an engineer; engineers



4. Write and say the sentences

A. There are lots of jobs.

B. I was a farmer.

C. They were teachers.

D. My mother was a baker.

E. My friends were musicians.

F. The engineers work Monday through Friday.

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Homework 4: Write and say sentences with the new sounds.

This homework practices writing, spelling, and pronouncing the target sounds.



5. Homework

Put the sentences in order from 1-6 from the story of Joseph Rises from Prison to Palace.

- _ Joseph and his brothers met in Egypt.
- _ Joseph explained Pharaoh's dream.
- _ The baker and wine server met Joseph in prison.
- _ Joseph and his father rejoiced.
- _ Egypt was saved from famine.
- 1 Joseph was in prison.

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Homework 5: Bible Story Review

Students may look back at the story to number the sentences from 1 to 6. Number 1 is the example.

Answers:

5. Joseph and his brothers met in Egypt.
3. Joseph explained Pharaoh's dream.
2. The baker and wine server met Joseph in prison.
6. Joseph and his father rejoiced.
4. Egypt was saved from famine.
1. Joseph was in prison.

6. Homework – Choose 1 Verse to Memorize

A

But if you don't forgive others, then your Father in heaven will not forgive the wrongs you do.

Matthew 6:15 ERV

B

When you are praying and you remember that you are angry with another person about something, forgive that person. Forgive them so that your Father in heaven will also forgive your sins.

Mark 11:25 ERV

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Homework 6: Memorize a Verse

Learners get to choose A, B, or C (on the next slide) to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.

1. **Model.** Recite a verse from memory.
2. **Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.
3. **Solo.** Students will recite the verse from memory at the next class.

6. Homework – Choose 1 Verse to Memorize

C

In all the work you are given, do the best you can. Work as though you are working for the Lord, not any earthly master.
Colossians 3:23 ERV



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Homework 6: Memorize a Verse

Learners get to choose A, B (from previous slide), or C to memorize.



7. Homework

was

were

wasn't

weren't

- A. How long _____ Joseph in prison?
- B. What _____ his job?
- C. _____ he able to explain the king's dreams?
- D. Who _____ the two servants sent to prison?
- E. No, Joseph _____ killed.
- F. No, they _____ able to give the meaning of the dream.

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Homework 7: Grammar Review

Use the words provided to fill in the blanks of the Bible verses.

Answers:

- A. was
- B. was
- C. was
- D. were
- E. wasn't
- F. weren't

 A. How do you apply for these jobs?

Which job:

B. needs experience?
C. is on weekends?
D. is in the morning?
E. needs good English?
F. do you like?



Help Wanted – Restaurant Staff
Must be hardworking and over 21 years old.

- Cook (5 years experience) \$20.00/hr.
- Server (Must speak English) \$15.00/hr.
- Dishwasher (Saturdays only) \$14.00/hr.
- Baker (4:00 AM-9:00 AM) \$17.00/hr.

Apply at: KingsRestaurant.com/hiring

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Homework 8: Everyday Reading and Writing.

The learners will read and answer the questions.

Answers:

- A. Apply online at KingsRestaurant.com/hiring.
- B. cook
- C. dishwasher
- D. baker
- E. server
- F. answers will vary

 **9. Homework: Write your answer**

Write about a job you had:

1. I was a _____ .
2. I worked in _____ .
3. I worked from _____ to _____ .
4. I liked the _____.
5. I didn't like the _____ .

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Homework 9: Writing about theme or Bible Story

Model. Write something about a job you had.

Answers will vary.



10. Homework - Now I Can...

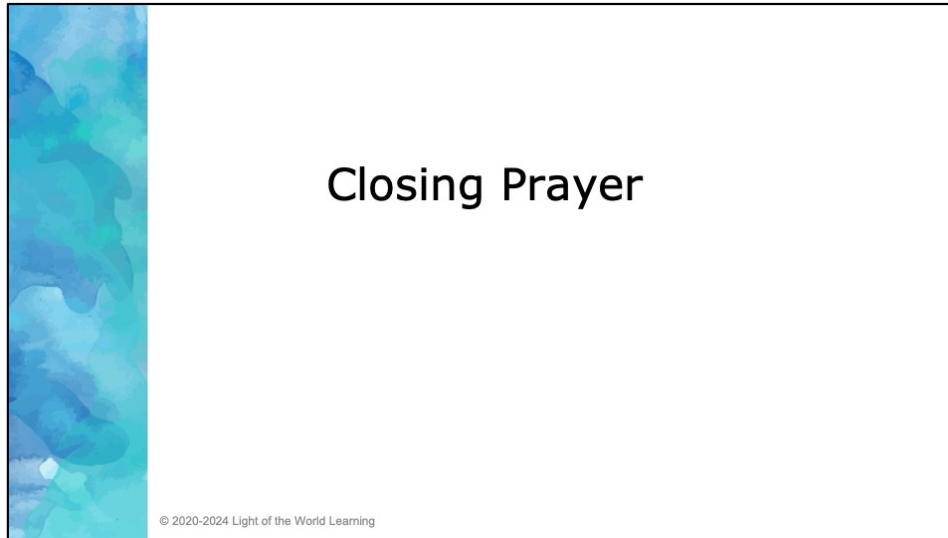
- I can talk about jobs.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use was and were to ask and answer questions.

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Homework 10: I can statements

The student must be able to achieve all of these skills before the next lesson. If not, the lesson can be repeated or additional practice materials can be used.

Review all of the skills at the beginning of the next lesson. Be sure to give lots of praise and encouragement!



Pray

You may want to ask for any special prayer requests, then pray for your students and bless them.

Help us share the Light of the World!

Thank you for using our materials. If these lessons are a blessing to you, please give or volunteer to help others learn English through the Bible.

For more information, visit LightOfTheWorldLearning.org



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Appendix



- How to Use Lessons: bit.ly/UseLOTW
- Irregular Verb List: bit.ly/ListVerbs
- Lesson Downloads: LightOfTheWorldLearning.org
- Order Books: bit.ly/BooksLOTW
- Share Your Feedback: bit.ly/FeedbackLOTW
- Table of Contents: bit.ly/TocLOTW
- Video Channel: youtube.com/@LightOfTheWorldLearning
- Vocabulary List: bit.ly/VocabUS
- Website: LightOfTheWorldLearning.org

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