

The Life of Peter

Following God's Plans



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Avery, Paul & Susan Elrich. *Teaching American English Pronunciation*. Oxford: Oxford University Press, 1994.
Bailey, Kathleen M. & Lance Savage, (eds.) *New Ways in Teaching Speaking* Alexandria, Virginia: TESOL, 1994. Canadian Language Benchmarks Global Performance Descriptors, Speaking, Listening, Reading, Writing, Stage 1. Celce-Murcia, Marianne, Donna M. Brinton, Janet M. Goodwin. *Teaching Pronunciation*, Cambridge, 1996.
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Introduction

The Purpose of This Curriculum

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

What This Curriculum Contains

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

Who This Curriculum Is For

- ◆ adult 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 learners 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

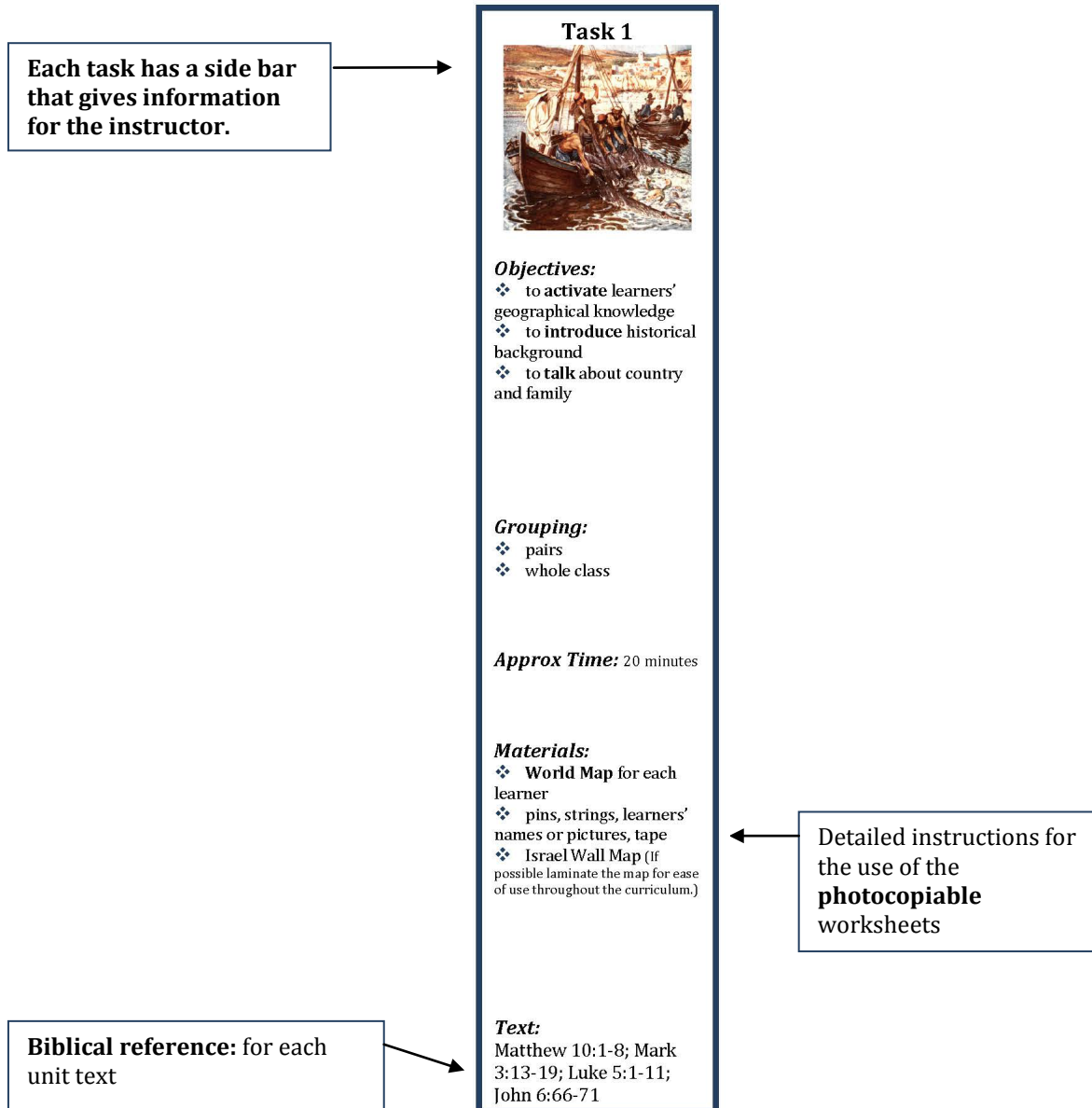
- whole curriculum 90-100 hours
- each unit is approximately 4 hours of on-task class time
- each task varies according to the purpose and task type

User Guide

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

Task Instructions:

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



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Unit	Task 1	Task 2	Task 3	Task 4
1	Where Is Galilee? ≈ 20 min	Peter Meets Jesus ≈ 20 min	Fishing ≈ 20 min	What Comes Next? ≈ 20 min
Leaving Everything Behind <i>pg. 1</i>	<ul style="list-style-type: none"> ❖ to activate learners' geographical knowledge ❖ to introduce historical background ❖ to talk about country and family 	<ul style="list-style-type: none"> ❖ to listen for main events ❖ to correlate pictures with main events 	<ul style="list-style-type: none"> ❖ to learn phrases relating to fishing ❖ to understand metaphoric language related to fishing for fish and for people 	<ul style="list-style-type: none"> ❖ to listen for main events ❖ to sequence the events of the story
2	Sculpt a Scene ≈ 20 min	Peter Walks on Water ≈ 45 min	Get into the Boat ≈ 40 min	Wind and Waves ≈ 20 min
Walking on Water <i>pg. 53</i>	<ul style="list-style-type: none"> ❖ to convey meaning to represent scenes through mime 	<ul style="list-style-type: none"> ❖ to listen to the main events ❖ to sequence the events of the story 	<ul style="list-style-type: none"> ❖ to understand and use the imperative ❖ to use rising/falling intonation for commands 	<ul style="list-style-type: none"> ❖ to understand and use vocabulary related to describing weather
3	When Someone Is Sick... ≈ 20 min	Witnessing Healing Power ≈ 20 min	Where Are They? ≈ 20 min	Watch and Follow ≈ 30 min
Witnessing Healing Power <i>pg. 91</i>	<ul style="list-style-type: none"> ❖ to share personal experiences ❖ to activate prior knowledge 	<ul style="list-style-type: none"> ❖ to listen for main events ❖ to sequence pictures according to events in the script ❖ to tell the story 	<ul style="list-style-type: none"> ❖ to match summary statements with pictures 	<ul style="list-style-type: none"> ❖ to learn the meaning of phrasal verbs ❖ to understand the formation of phrasal verbs
4	Who Am I? ≈ 20 min	Who Do You Say That I Am? ≈ 30 min	Puzzle It Out ≈ 20 min	What's the Truth? ≈ 20 min
Questioning the Plan <i>pg. 133</i>	<ul style="list-style-type: none"> ❖ to describe essential characteristics of a person ❖ to guess identities of characters based on given information 	<ul style="list-style-type: none"> ❖ to locate places on the map ❖ to listen for gist/main events ❖ to sequence events of the story ❖ to scan the script for specific information 	<ul style="list-style-type: none"> ❖ to learn the key vocabulary in the script 	<ul style="list-style-type: none"> ❖ to scan the script for specific information
5	Peter's Choices ≈ 30 min	A Young Man Chooses ≈ 40 min	It's Impossible ≈ 30 min	Meet the Cast ≈ 30 min
Choosing to Follow <i>pg. 185</i>	<ul style="list-style-type: none"> ❖ to evaluate choices and their consequences 	<ul style="list-style-type: none"> ❖ to locate places on the map ❖ to listen for gist/main events ❖ to sequence events of the story ❖ to scan the script for specific information 	<ul style="list-style-type: none"> ❖ to learn key words ❖ to understand idioms 	<ul style="list-style-type: none"> ❖ to learn key words ❖ to scan and compare the choices of two people in the script

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Task 5	Task 6	Task 7	Task 8	Unit
You, Me and Him ≈ 20 min	Unclear Sounds ≈ 45 min	Who Does What Where? ≈ 45 min	What Do You Think? ≈ 20 min	1
<ul style="list-style-type: none"> to recognize how pronouns tie a text together to recognize how pronouns and possessive determiners tie a text together 	<ul style="list-style-type: none"> to understand stressed and unstressed syllables to understand and produce the /ə/ to read the script dramatically 	<ul style="list-style-type: none"> to learn the meaning and use of wh-question words to ask and answer questions about characters and events in the script 	<ul style="list-style-type: none"> to ask and answer questions about the people and events in the script to talk about personal information such as family and daily routines 	Leaving Everything Behind pg. 1
Save the Water ≈ 20 min	Hear the Waves ≈ 20 min	What Happened When? ≈ 20 min	Fear and Faith ≈ 40 min	2
<ul style="list-style-type: none"> to pronounce the /v/ and /w/ sounds 	<ul style="list-style-type: none"> to distinguish between stress and unstress in content and function words to read the script dramatically 	<ul style="list-style-type: none"> to learn time signals to listen for the main events to sequence for specific information to understand how adverbial time signals are used in chronological sequence of events 	<ul style="list-style-type: none"> to scan for meaning to give an opinion, to agree and disagree regarding questions of fear and faith 	Walking on Water pg. 53
Where Is It? ≈ 40 min	Green and Silver ≈ 20 min	Pausing ≈ 40 min	Difficult Times ≈ 50 min	3
<ul style="list-style-type: none"> to understand the meaning of prepositions to use prepositions in prepositional phrases 	<ul style="list-style-type: none"> to produce the /iʊ/ and /l/ sounds 	<ul style="list-style-type: none"> to understand thought grouping to read the script dramatically 	<ul style="list-style-type: none"> to read for specific information to write sympathy cards 	Witnessing Healing Power pg. 91
If...Then ≈ 45 min	Sh...Listen Children ≈ 30 min	I Agree ≈ 30 min	Peter's Character ≈ 40 min	4
<ul style="list-style-type: none"> to understand and use conditional sentences 	<ul style="list-style-type: none"> to produce the /ʃ/, /tʃ/ sounds to use thought grouping, prominence and intonation to read the script dramatically 	<ul style="list-style-type: none"> to give an opinion to agree and disagree 	<ul style="list-style-type: none"> to learn vocabulary to describe a person's character/personal qualities to scan for specific information to draw inferences/ conclusions to make a character sketch to fill out a pastoral reference form 	Questioning the Plan pg. 133
Good, Better, Best ≈ 30 min	What Else Must I Do? ≈ 45 min	Hear the Tune ≈ 60 min	Giving Options ≈ 40 min	5
<ul style="list-style-type: none"> to understand comparative and superlative adjectives to learn the use of comparative and superlative adjectives 	<ul style="list-style-type: none"> to match and sequence questions and answers to respond appropriately to questions 	<ul style="list-style-type: none"> to produce rising and rising-falling intonation patterns in questions to use emphatic stress correctly to present a dramatic reading of the script 	<ul style="list-style-type: none"> to discuss options and alternatives to use rising and rising-falling intonation for 'either or' questions 	Choosing to Follow pg. 185

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Unit	Task 1	Task 2	Task 3	Task 4
6	<i>Doing Terrible Things</i> ≈ 30 min	<i>At the Passover</i> ≈ 40 min	<i>Picture Language</i> ≈ 40 min	<i>Willingness</i> ≈ 30 min
Sharing the Passover <i>pg. 233</i>	<ul style="list-style-type: none"> ❖ to look up words in the dictionary ❖ to brainstorm ideas using a mind map ❖ to evaluate actions on moral grounds 	<ul style="list-style-type: none"> ❖ to locate places on the map ❖ to listen for gist/main events ❖ to sequence events of the story ❖ to scan the script for specific information 	<ul style="list-style-type: none"> ❖ to understand the nature of metaphoric language ❖ to interpret the metaphoric language in the script 	<ul style="list-style-type: none"> ❖ to use will to express willingness and prediction
7	<i>Sculpt a Scene</i> ≈ 20 min	<i>What's Happening?</i> ≈ 40 min	<i>Deep Distress</i> ≈ 20 min	<i>What Happened Next</i> ≈ 50 min
Sleeping, Fighting, & Denying <i>pg. 295</i>	<ul style="list-style-type: none"> ❖ to convey meaning and to represent scenes through mime 	<ul style="list-style-type: none"> ❖ to locate places on the map ❖ to listen for the gist/ main events ❖ to sequence events of the story ❖ to scan for specific information 	<ul style="list-style-type: none"> ❖ to learn the key vocabulary words in the script ❖ to fill in the blanks 	<ul style="list-style-type: none"> ❖ to sequence a script ❖ to learn the role of verbs, tenses and adverbials indicating sequence of events ❖ to fill in a chart
8	<i>Effective Listening</i> ≈ 40 min	<i>Death and Resurrection</i> ≈ 60 min	<i>Rolled Away</i> ≈ 30 min	<i>Christ's Death & Resurrection</i> ≈ 40 min
Seeing and Believing <i>pg. 345</i>	<ul style="list-style-type: none"> ❖ to employ effective listening strategies ❖ to match summary statements and pictures 	<ul style="list-style-type: none"> to listen for main events in the story to sequence events to scan the script for details to write correct sentences 	<ul style="list-style-type: none"> ❖ to learn key words 	<ul style="list-style-type: none"> ❖ to scan for specific information ❖ to paraphrase a narrative ❖ to use time phrase ❖ to draw a timeline
9	<i>Let's Go Fishing</i> ≈ 30 min	<i>Loving the Plan</i> ≈ 40 min	<i>So Many Fish</i> ≈ 30 min	<i>What Is the Order?</i> ≈ 40 min
Loving the Plan <i>pg. 401</i>	<ul style="list-style-type: none"> ❖ to connect pictures with statements ❖ to ask yes/no questions 	<ul style="list-style-type: none"> ❖ to listen for the main events in the story ❖ to correlate summary statements with pictures 	<ul style="list-style-type: none"> ❖ to understand and use how much and how many with count and non-count nouns 	<ul style="list-style-type: none"> ❖ to become aware of the discourse elements that hold the script together
10	<i>Give One, Get One</i> ≈ 30 min	<i>The Recent Past</i> ≈ 30 min	<i>Listening to the Windstorm</i> ≈ 50 min	<i>Gift, Explanation, Response</i> ≈ 30 min
Receiving the Holy Spirit <i>pg. 457</i>	<ul style="list-style-type: none"> ❖ to talk about promises made ❖ to activate prior knowledge about promises 	<ul style="list-style-type: none"> ❖ to review the previous three units ❖ to retell events 	<ul style="list-style-type: none"> ❖ to listen for gist ❖ to listen for specific information 	<ul style="list-style-type: none"> ❖ to read for detail/ specific information

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Task 5	Task 6	Task 7	Task 8	Unit
Towel or Tower ≈ 40 min	Where, Why and Who? ≈ 45 min	Preparing for the Passover ≈ 45 min	Ups and Downs for Peter ≈ 45 min	6
<ul style="list-style-type: none"> to pronounce the /l/ and /r/ sounds 	<ul style="list-style-type: none"> to scan the script for specific information to understand the word order of information questions to read the script dramatically 	<ul style="list-style-type: none"> to ask wh-questions to give instructions/directions to ask for clarification 	<ul style="list-style-type: none"> to understand the idiomatic metaphor of 'up and down' in relation to positive and negative experiences of life to talk about highs and lows in Peter's life to talk about highs and lows in learners' own lives 	Sharing the Passover pg. 233
Sinking Even Lower ≈ 30 min	Responding Negatively ≈ 70 min	No, I Don't ≈ 45 min	Making Headlines in Jerusalem ≈ 45 min	7
<ul style="list-style-type: none"> to analyze the script for low points in Peter's life to summarize low points of Peter's life to present/explain a self-made poster 	<ul style="list-style-type: none"> to understand the word order and use of auxiliaries in negative statements to contradict with emphatic stress to negotiate a meeting time to disagree appropriately 	<ul style="list-style-type: none"> to pronounce the vowels /o^w/ and /ɔ/ to do a dramatic reading 	<ul style="list-style-type: none"> to role play an interview to write headlines 	Sleeping, Fighting, & Denying pg. 295
What Happened First? ≈ 30 min	Identifying Things & People ≈ 45 min	Which 'ed'? ≈ 60 min	Seeing, Believing, Realizing ≈ 40 min	8
<ul style="list-style-type: none"> to understand the use of the present perfect to indicate sequence of events 	<ul style="list-style-type: none"> to understand the forms used to refer back to previously mentioned information (personal pronouns, demonstratives, possessive determiners) and the definite article <i>the</i> to give and follow directions using specific places to negotiate a meeting time 	<ul style="list-style-type: none"> to learn the three ways of pronouncing the -ed ending to read the script dramatically 	<ul style="list-style-type: none"> to draw inferences from the script to use perspective in personal narrative writing to scan the script for specific information to write an email 	Seeing and Believing pg. 345
Follow Me ≈ 20 min	Blue, Wood or Rust ≈ 45 min	Stressful Fishing ≈ 60 min	Talking About Love ≈ 50 min	9
<ul style="list-style-type: none"> to analyze the script for similarities and differences to learn the language of comparison and contrast 	<ul style="list-style-type: none"> to pronounce /u^w/, /ʊ/ and /ʌ/ to use vowels as responses 	<ul style="list-style-type: none"> to review the stress differences between content and function words to identify and produce correct stress patterns in phrases to read the script dramatically 	<ul style="list-style-type: none"> to express ideas and opinions about love to share information in a group to reflect on the meaning of love to write a reflective letter to read a script interpretatively 	Loving the Plan pg. 401
Weeks, Witnesses & Apostles ≈ 30 min	Gossiping the Gospel ≈ 60 min	Promises, Promises ≈ 40 min	Peter & The Holy Spirit ≈ 45 min	10
<ul style="list-style-type: none"> to understand and pronounce the /s/, /z/, and /əz/ endings 	<ul style="list-style-type: none"> to review thought grouping and prominence to understand the role of contrastive stress in discourse to read the script dramatically 	<ul style="list-style-type: none"> to understand and use 'will & won't' in making promises to understand and use 'would & wouldn't' in reported speech concerning past promises to scan the script for specific information 	<ul style="list-style-type: none"> to scan the script for specific information to take notes in a chart to make comparisons and contrasts to draw information from various sources to participate in group discussion 	Receiving the Holy Spirit pg. 457

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Unit	Task 1	Task 2	Task 3	Task 4
11	<i>Miracles...What Do You Think?</i> ≈ 45 min	<i>Healing in Jesus' Name</i> ≈ 40 min	<i>What's Happening?</i> ≈ 45 min	<i>My Home Town</i> ≈ 20 min
Healing in Jesus' Name <i>pg. 505</i>	<ul style="list-style-type: none"> ❖ to ask opinion questions about miracles ❖ to fill a survey chart 	<ul style="list-style-type: none"> ❖ to listen for main events ❖ to sequence the events of the story 	<ul style="list-style-type: none"> ❖ to learn the lexical meaning of the verbs in the script ❖ to notice the form of verb phrases to communicate the relationship of events ❖ to practice main verb and auxiliary combinations 	<ul style="list-style-type: none"> ❖ to ask questions and describe geographic locations ❖ to read historical background knowledge
12	<i>Food Taboos</i> ≈ 30 min	<i>Preaching in Samaria</i> ≈ 45 min	<i>Coming and Going</i> ≈ 40 min	<i>Sent by Cornelius</i> ≈ 30 min
Preaching in Samaria <i>pg. 559</i>	<ul style="list-style-type: none"> ❖ to conduct a survey ❖ to present information on a graph ❖ to activate prior knowledge about taboos 	<ul style="list-style-type: none"> ❖ to locate places on a map and draw routes ❖ to listen for gist ❖ to scan for specific information 	<ul style="list-style-type: none"> ❖ to guess word meanings from context ❖ to learn vocabulary related to the script ❖ to learn vocabulary associated with travel, temporary stops and permanent residence 	<ul style="list-style-type: none"> ❖ to understand the form and usage of the passive voice
13	<i>Effective Listening</i> ≈ 30 min	<i>Going to the Ends of the Earth</i> ≈ 40 min	<i>What Does This Mean?</i> ≈ 30 min	<i>Who is Who?</i> ≈ 20 min
Going to the Ends of the Earth <i>pg. 625</i>	<ul style="list-style-type: none"> ❖ to develop appropriate listening responses 	<ul style="list-style-type: none"> ❖ to activate learners' geographical knowledge ❖ to introduce historical background ❖ to listen to the script ❖ to sequence events 	<ul style="list-style-type: none"> ❖ to use new vocabulary in discourse ❖ to learn key words and phrases 	<ul style="list-style-type: none"> ❖ to use relative clauses to describe people
14	<i>To Be in Prison</i> ≈ 20 min	<i>Escaping from Prison</i> ≈ 45 min	<i>Odd One Out</i> ≈ 30 min	<i>Intentions and Outcomes</i> ≈ 30 min
Escaping From Prison <i>pg. 679</i>	<ul style="list-style-type: none"> ❖ to activate prior knowledge of prison experiences ❖ to evaluate experiences 	<ul style="list-style-type: none"> ❖ to locate places on the map ❖ to listen for gist/main events ❖ to sequence events of the story ❖ to scan script for specific information 	<ul style="list-style-type: none"> ❖ to learn key vocabulary along with synonyms and antonyms 	<ul style="list-style-type: none"> ❖ to scan the script for specific information ❖ to recognize the meaning of infinitives ❖ to recognize cause and effect in discourse
15	<i>Living Stones</i> ≈ 45 min	<i>Including the Gentiles</i> ≈ 50 min	<i>Peter's Speech</i> ≈ 40 min	<i>Final Scene</i> ≈ 60 min
Welcoming All <i>pg. 731</i>	<ul style="list-style-type: none"> ❖ to review Peter's choices ❖ to think about choices and consequences ❖ to prepare for the reading of the script 	<ul style="list-style-type: none"> ❖ to summarize main ideas ❖ to report information to the class ❖ to listen for main ideas ❖ to sequence events of the story 	<ul style="list-style-type: none"> ❖ to identify parts of a persuasive speech ❖ to write and present a persuasive speech ❖ to listen and evaluate classmates' speeches 	<ul style="list-style-type: none"> ❖ to understand and practice thought group and intonation pauses when reading extended discourse aloud ❖ to understand prominence of content words in a thought group ❖ to review intonation ❖ to read the script dramatically ❖ to recognize grammatical units as thought groups in speech
Tool Kit	<i>pg. 795</i>			

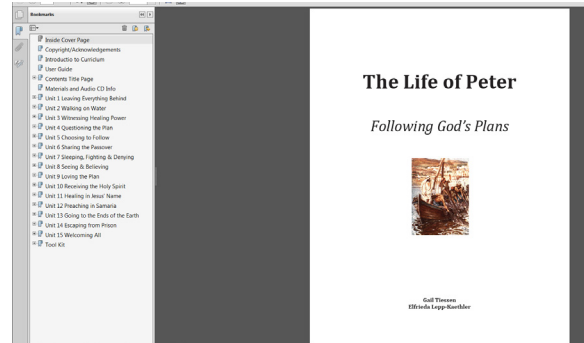
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Task 5	Task 6	Task 7	Task 8	Unit
Black or Red ≈ 60 min	Miracles Were Performed ≈ 20 min	Peter Heals in Jesus' Name ≈ 40 min	Saying Thanks ≈ 40 min	11
<ul style="list-style-type: none"> ❖ to understand and produce appropriate vowel lengths ❖ to pronounce the /æ/ vowel ❖ to read the script dramatically 	<ul style="list-style-type: none"> ❖ to understand the form and usage of the passive voice 	<ul style="list-style-type: none"> ❖ to compare and contrast ideas in two scripts ❖ to take notes in a graphic organizer (chart) ❖ to draw inferences (reasonable conclusions from the evidence in the script) ❖ to write a news report 	<ul style="list-style-type: none"> ❖ to give appropriate verbal thanks ❖ to write a thank you note 	Healing in Jesus' Name pg. 505
Asking for Information ≈ 40 min	A Puff of Air ≈ 60 min	Making Headlines ≈ 40 min	The Church of the Rock ≈ 40 min	12
<ul style="list-style-type: none"> ❖ to scan the script for specific information ❖ to understand the word order of information questions 	<ul style="list-style-type: none"> ❖ to pronounce the aspirated and non-aspirated stops /p/, /t/, and /k/ ❖ to discriminate between voice and unvoiced stops, /p/ and /b/, /t/ and /d/, and /k/ and /g/ ❖ to use correct intonation of questions ❖ to read the script dramatically 	<ul style="list-style-type: none"> ❖ to ask for information with questions and imperatives ❖ to read instructions ❖ to give information ❖ to write headlines 	<ul style="list-style-type: none"> ❖ to analyze the script ❖ to synthesize information from different sources ❖ to interpret ❖ to predict and guess ❖ to compare and contrast the church in two units ❖ to participate in a group discussion 	Preaching in Samaria pg. 559
What Really Happened? ≈ 20 min	Grey or Red ≈ 60 min	In Every Nation ≈ 60 min	To the Ends of the Earth ≈ 50 min	13
<ul style="list-style-type: none"> ❖ to understand the main events and details of the story ❖ to practice critical reading (discerning content errors) ❖ to compare and contrast two scripts 	<ul style="list-style-type: none"> ❖ to pronounce /ev/ and /ε/ 	<ul style="list-style-type: none"> ❖ to practice word stress in the names of countries ❖ to format a script into acts ❖ to perform a dramatization of the script 	<ul style="list-style-type: none"> ❖ to make plans, give suggestions, agree and disagree ❖ to research geographic and cultural information about a country ❖ to devise a plan 	Going to the Ends of the Earth pg. 625
Stating Intentions ≈ 45 min	Finding Peter and the Angel ≈ 60 min	Say It Clearly ≈ 60 min	Two Passovers ≈ 45 min	14
<ul style="list-style-type: none"> ❖ to understand and use the infinitive form 	<ul style="list-style-type: none"> ❖ to pronounce off-glides and diphthongs 	<ul style="list-style-type: none"> ❖ to understand and practice thought group and intonation pauses when reading extended discourse aloud ❖ to understand the prominence of content words in a thought ❖ to read the script dramatically 	<ul style="list-style-type: none"> ❖ to draw comparisons and contrasts between various texts ❖ to take notes in a chart ❖ to share information in a group ❖ to write in response to 'short answer questions' 	Escaping From Prison pg. 679
Match Them Up ≈ 30 min	Trivia ≈ 30 min	Following God's Plan ≈ 60 min	Creative Responses ≈ 60 min	15
<ul style="list-style-type: none"> ❖ to review the vocabulary from all units ❖ to answer questions about Peter's life story ❖ to discuss the times and culture of Peter's day 	<ul style="list-style-type: none"> ❖ to answer questions about Peter's life story 	<ul style="list-style-type: none"> ❖ to match details with headings ❖ to draw conclusions from various scripts ❖ to write summary statements ❖ to share information in a group 	<ul style="list-style-type: none"> ❖ to respond creatively to the life story of Peter 	Welcoming All pg. 731
pg. 795				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 Peter**. 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** to go to the **Unit 1 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 Title Page**, a list of the tasks for the unit is visible; **click** any one of the tasks and you will immediately go to that task.
- When on the specific task, **click** on the **Title of the Task** and you will return to the **Title Page of the Unit**.
- Whenever your cursor changes to a 'pointing finger' (☞) there is a link to another page in the file. The whole of **The Life of Peter** 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, Leaving Everything Behind**