

# **The Life of Peter**

*Following God's Plans*



**Gail Tiessen**  
**Elfrieda Lepp-Kaethler**

**Copyright ©2015 Revised 2020 Gail Tiessen and Elfrieda Lepp-Kaethler**

**Adapted version of *Faith Journey II*, 2009 by Gail Tiessen and Elfrieda Lepp-Kaethler**

**Volume II of a 2-volume series**

- **Other volume in the series:**  
***Volume I: The Life of Joseph: Faith Journey I***

**Published by:**

**Joy Two Publications, Steinbach, MB R5G 2G5 Canada**

**Telephone:** (204) 326-5172

**E-mail:** joytwopublications@gmail.com **Website:** www.joytwopublications.com

**Graphic Design, Typesetting and Layout:** Joyce Goertzen

**All rights reserved.**

**Permission to Copy:**

This resource may be printed or photocopied by the **purchasing Instructor** for his/her ESL (English as a Secondary Language) learners **only**. Any duplication beyond these parameters is strictly prohibited without prior written authorization from the publisher.

Scripture quotations are taken from the *Holy Bible*, The New Living Translation, copyright© 1996 by Tyndale House Publishers, Inc., Wheaton, Illinois, 60189. Used by permission.

### **Acknowledgements**

The development of the *Faith Journey II* 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 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

**The tasks in this material were inspired by ideas from the following sources:**

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.

Cross, John R. *The Stranger on the Road to Emmaus*, GoodSeed® International for permission to reproduce pictures and maps

Hadfield, Jill. *Elementary Communication Games: a Collection of Games and Activities for Elementary Students of English*.

Essex, England: Pearson Education, c1996.

Hancock, Mark. *Pronunciation Games* Cambridge: Cambridge University Press, 1995.

Kehe, David & Peggy Dustin. *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence*.

Brattleboro, VT: Pro Lingua Associates, 1994.

Nation, Paul. *New Ways in Teaching Vocabulary*. Alexandria, Virginia: TESOL, 1994.

Peters, Elaine. *Grammar Shapes Teacher's Kit* ©1998, ©2008 2<sup>nd</sup> Edition

Quirk, Randolph and Sidney Greenbaum. *A Comprehensive Grammar of the English Language*, Longman, 1991.

*Vowel Dimensions*. Canadian Government Publishing Centre, 1983.

Williams, Julia. *Learning English for Academic Purposes*. Saint-Laurent, PQ: Pearson Longman. 2005.

Yule, George. *Experiencing English Grammar*. Oxford: Oxford University Press, 1998.

**Clip Art:**

[www.freebibleimages.com](http://www.freebibleimages.com); Cheryl L. Nickel, drawings with permission;

**Audio Voices: Director** – Gail Tiessen **Sound Technician** – Matthew Martens **Editor** – Joyce Goertzen

Daryl Climenhaga   Bruce Day   Irvin Fast   Viviane Frenzel   Stan Hamm   Martha Loeppky   Joanne Mawhinney

Peter Morran   Tim Perry   Bruce Peters   Joshua Peters   Terrance Tiessen

ISBN 9781928047186

## **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.

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

**Task 1**



**Objectives:**

- ❖ to activate learners' geographical knowledge
- ❖ to introduce historical background
- ❖ to talk about country and family

**Grouping:**

- ❖ pairs
- ❖ whole class

**Approx Time:** 20 minutes

**Materials:**

- ❖ World Map for each learner
- ❖ pins, strings, learners' names or pictures, tape
- ❖ Israel Wall Map (If possible laminate the map for ease of use throughout the curriculum.)

**Text:**  
Matthew 10:1-8; Mark 3:13-19; Luke 5:1-11; John 6:66-71

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

**Biblical reference:** for each unit text

**CONTENTS**

<b>Unit</b>	<b>Title</b>	<b>Page</b>
	Introduction	<i>i</i>
<b>1</b>	Leaving Everything Behind	<b>1</b>
<b>2</b>	Walking on Water	<b>33</b>
<b>3</b>	Witnessing Healing Power	<b>63</b>
<b>4</b>	Questioning the Plan	<b>97</b>
<b>5</b>	Choosing to Follow	<b>139</b>
<b>6</b>	Sharing the Passover	<b>177</b>
<b>7</b>	Sleeping, Fighting & Denying	<b>223</b>
<b>8</b>	Seeing and Believing	<b>265</b>
<b>9</b>	Loving the Plan	<b>307</b>
<b>10</b>	Receiving the Holy Spirit	<b>351</b>
<b>11</b>	Healing in Jesus' Name	<b>399</b>
<b>12</b>	Preaching in Samaria	<b>445</b>
<b>13</b>	Going to the Ends of the Earth	<b>503</b>
<b>14</b>	Escaping From Prison	<b>547</b>
<b>15</b>	Welcoming All	<b>593</b>
	Tool Kit	<b>631</b>

## Contents

Unit	Task 1	Task 2	Task 3	Task 4
<b>1</b>	<b><i>Where Is Galilee?</i></b> ≈ 20 min	<b><i>Peter Meets Jesus</i></b> ≈ 20 min	<b><i>Fishing</i></b> ≈ 20 min	<b><i>What Comes Next?</i></b> ≈ 20 min
<b>Leaving Everything Behind</b> <i>pg. 1</i>	<ul style="list-style-type: none"> <li>❖ to <b>activate</b> learners' geographical knowledge</li> <li>❖ to <b>introduce</b> historical background</li> <li>❖ to <b>talk</b> about country and family</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>listen</b> for main events</li> <li>❖ to <b>correlate</b> pictures with main events</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> phrases relating to fishing</li> <li>❖ to <b>understand</b> metaphoric language related to fishing for fish and for people</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>listen</b> for main events</li> <li>❖ to <b>sequence</b> the events of the story</li> </ul>
<b>2</b>	<b><i>Sculpt a Scene</i></b> ≈ 20 min	<b><i>Peter Walks on Water</i></b> ≈ 45 min	<b><i>Get into the Boat</i></b> ≈ 40 min	<b><i>Wind and Waves</i></b> ≈ 20 min
<b>Walking on Water</b> <i>pg. 33</i>	<ul style="list-style-type: none"> <li>❖ to <b>convey</b> meaning to represent scenes through mime</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>listen</b> to the main events</li> <li>❖ to <b>sequence</b> the events of the story</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>understand</b> and use the imperative</li> <li>❖ to <b>use</b> rising/falling intonation for commands</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>understand</b> and use vocabulary related to describing weather</li> </ul>
<b>3</b>	<b><i>When Someone Is Sick...</i></b> ≈ 20 min	<b><i>Witnessing Healing Power</i></b> ≈ 20 min	<b><i>Where Are They?</i></b> ≈ 20 min	<b><i>Watch and Follow</i></b> ≈ 30 min
<b>Witnessing Healing Power</b> <i>pg. 63</i>	<ul style="list-style-type: none"> <li>❖ to <b>share</b> personal experiences</li> <li>❖ to <b>activate</b> prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>listen</b> for main events</li> <li>❖ to <b>sequence</b> pictures according to events in the script</li> <li>❖ to <b>tell</b> the story</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>match</b> summary statements with pictures</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> the meaning of phrasal verbs</li> <li>❖ to <b>understand</b> the formation of phrasal verbs</li> </ul>
<b>4</b>	<b><i>Who Am I?</i></b> ≈ 20 min	<b><i>Who Do You Say That I Am?</i></b> ≈ 30 min	<b><i>Puzzle It Out</i></b> ≈ 20 min	<b><i>What's the Truth?</i></b> ≈ 20 min
<b>Questioning the Plan</b> <i>pg. 97</i>	<ul style="list-style-type: none"> <li>❖ to <b>describe</b> essential characteristics of a person</li> <li>❖ to <b>guess</b> identities of characters based on given information</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>locate</b> places on the map</li> <li>❖ to <b>listen</b> for gist/main events</li> <li>❖ to <b>sequence</b> events of the story</li> <li>❖ to <b>scan</b> the script for specific information</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> the key vocabulary in the script</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>scan</b> the script for specific information</li> </ul>
<b>5</b>	<b><i>Peter's Choices</i></b> ≈ 30 min	<b><i>A Young Man Chooses</i></b> ≈ 40 min	<b><i>It's Impossible</i></b> ≈ 30 min	<b><i>Meet the Cast</i></b> ≈ 30 min
<b>Choosing to Follow</b> <i>pg. 139</i>	<ul style="list-style-type: none"> <li>❖ to <b>evaluate</b> choices and their consequences</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>locate</b> places on the map</li> <li>❖ to <b>listen</b> for gist/main events</li> <li>❖ to <b>sequence</b> events of the story</li> <li>❖ to <b>scan</b> the script for specific information</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> key words</li> <li>❖ to <b>understand</b> idioms</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> key words</li> <li>❖ to <b>scan</b> and <b>compare</b> the choices of two people in the script</li> </ul>

## Contents

Task 5	Task 6	Task 7	Task 8	Unit
<b><i>You, Me and Him</i></b> ≈ 20 min	<b><i>Unclear Sounds</i></b> ≈ 45 min	<b><i>Who Does What Where?</i></b> ≈ 45 min	<b><i>What Do You Think?</i></b> ≈ 20 min	<b>1</b>
<ul style="list-style-type: none"> <li>❖ to <b>recognize</b> how pronouns tie a text together</li> <li>❖ to <b>recognize</b> how pronouns and possessive determiners tie a text together</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>understand</b> stressed and unstressed syllables</li> <li>❖ to <b>understand</b> and <b>produce</b> the /ə/</li> <li>❖ to <b>read</b> the script dramatically</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> the meaning and use of wh-question words</li> <li>❖ to <b>ask</b> and answer questions about characters and events in the script</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>ask</b> and answer questions about the people and events in the script</li> <li>❖ to <b>talk</b> about personal information such as family and daily routines</li> </ul>	<b>Leaving Everything Behind</b> pg. 1
<b><i>Save the Water</i></b> ≈ 20 min	<b><i>Hear the Waves</i></b> ≈ 20 min	<b><i>What Happened When?</i></b> ≈ 20 min	<b><i>Fear and Faith</i></b> ≈ 40 min	<b>2</b>
<ul style="list-style-type: none"> <li>❖ to <b>pronounce</b> the /v/ and /w/ sounds</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>distinguish</b> between stress and unstress in content and function words</li> <li>❖ to <b>read</b> the script dramatically</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> time signals</li> <li>❖ to <b>listen</b> for the main events</li> <li>❖ to <b>sequence</b> for specific information</li> <li>❖ to <b>understand</b> how adverbial time signals are used in chronological sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>scan</b> for meaning</li> <li>❖ to <b>give</b> an opinion, to agree and disagree regarding questions of fear and faith</li> </ul>	<b>Walking on Water</b> pg. 33
<b><i>Where Is It?</i></b> ≈ 40 min	<b><i>Green and Silver</i></b> ≈ 20 min	<b><i>Pausing</i></b> ≈ 40 min	<b><i>Difficult Times</i></b> ≈ 50 min	<b>3</b>
<ul style="list-style-type: none"> <li>❖ to <b>understand</b> the meaning of prepositions</li> <li>❖ to <b>use</b> prepositions in prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>produce</b> the /iʏ/ and /l/ sounds</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>understand</b> thought grouping</li> <li>❖ to <b>read</b> the script dramatically</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>read</b> for specific information</li> <li>❖ to <b>write</b> sympathy cards</li> </ul>	<b>Witnessing Healing Power</b> pg. 63
<b><i>If...Then</i></b> ≈ 45 min	<b><i>Sh...Listen Children</i></b> ≈ 30 min	<b><i>I Agree</i></b> ≈ 30 min	<b><i>Peter's Character</i></b> ≈ 40 min	<b>4</b>
<ul style="list-style-type: none"> <li>❖ to <b>understand</b> and <b>use</b> conditional sentences</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>produce</b> the /ʃ/, /tʃ/ sounds</li> <li>❖ to <b>use</b> thought grouping, prominence and intonation</li> <li>❖ to <b>read</b> the script dramatically</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>give</b> an opinion</li> <li>❖ to <b>agree</b> and disagree</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> vocabulary to describe a person's character/personal qualities</li> <li>❖ to <b>scan</b> for specific information</li> <li>❖ to <b>draw</b> inferences/conclusions</li> <li>❖ to <b>make</b> a character sketch</li> <li>❖ to <b>fill out</b> a pastoral reference form</li> </ul>	<b>Questioning the Plan</b> pg. 97
<b><i>Good, Better, Best</i></b> ≈ 30 min	<b><i>What Else Must I Do?</i></b> ≈ 45 min	<b><i>Hear the Tune</i></b> ≈ 60 min	<b><i>Giving Options</i></b> ≈ 40 min	<b>5</b>
<ul style="list-style-type: none"> <li>❖ to <b>understand</b> comparative and superlative adjectives</li> <li>❖ to <b>learn</b> the use of comparative and superlative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>match</b> and sequence questions and answers</li> <li>❖ to <b>respond</b> appropriately to questions</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>produce</b> rising and rising-falling intonation patterns in questions</li> <li>❖ to <b>use</b> emphatic stress correctly</li> <li>❖ to <b>present</b> a dramatic reading of the script</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>discuss</b> options and alternatives</li> <li>❖ to <b>use</b> rising and rising-falling intonation for 'either or' questions</li> </ul>	<b>Choosing to Follow</b> pg. 139

## Contents

Unit	Task 1	Task 2	Task 3	Task 4
<b>6</b>	<b><i>Doing Terrible Things</i></b> ≈ 30 min	<b><i>At the Passover</i></b> ≈ 40 min	<b><i>Picture Language</i></b> ≈ 40 min	<b><i>Willingness</i></b> ≈ 30 min
<b>Sharing the Passover</b> <i>pg. 177</i>	<ul style="list-style-type: none"> <li>❖ to <b>look up</b> words in the dictionary</li> <li>❖ to <b>brainstorm</b> ideas using a mind map</li> <li>❖ to <b>evaluate</b> actions on moral grounds</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>locate</b> places on the map</li> <li>❖ to <b>listen</b> for gist/main events</li> <li>❖ to <b>sequence</b> events of the story</li> <li>❖ to <b>scan</b> the script for specific information</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>understand</b> the nature of metaphoric language</li> <li>❖ to <b>interpret</b> the metaphoric language in the script</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>use will</b> to express willingness and prediction</li> </ul>
<b>7</b>	<b><i>Sculpt a Scene</i></b> ≈ 20 min	<b><i>What's Happening?</i></b> ≈ 40 min	<b><i>Deep Distress</i></b> ≈ 20 min	<b><i>What Happened Next</i></b> ≈ 50 min
<b>Sleeping, Fighting, &amp; Denying</b> <i>pg. 233</i>	<ul style="list-style-type: none"> <li>❖ to <b>convey</b> meaning and to represent scenes through mime</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>locate</b> places on the map</li> <li>❖ to <b>listen</b> for the gist/main events</li> <li>❖ to <b>sequence</b> events of the story</li> <li>❖ to <b>scan</b> for specific information</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> the key vocabulary words in the script</li> <li>❖ to <b>fill</b> in the blanks</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>sequence</b> a script</li> <li>❖ to <b>learn</b> the role of verbs, tenses and adverbials indicating sequence of events</li> <li>❖ to <b>fill</b> in a chart</li> </ul>
<b>8</b>	<b><i>Effective Listening</i></b> ≈ 40 min	<b><i>Death and Resurrection</i></b> ≈ 60 min	<b><i>Rolled Away</i></b> ≈ 30 min	<b><i>Christ's Death &amp; Resurrection</i></b> ≈ 40 min
<b>Seeing and Believing</b> <i>pg. 265</i>	<ul style="list-style-type: none"> <li>❖ to <b>employ</b> effective listening strategies</li> <li>❖ to <b>match</b> summary statements and pictures</li> </ul>	<ul style="list-style-type: none"> <li>to <b>listen</b> for main events in the story</li> <li>to <b>sequence</b> events</li> <li>to <b>scan</b> the script for details</li> <li>to <b>write</b> correct sentences</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> key words</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>scan</b> for specific information</li> <li>❖ to <b>paraphrase</b> a narrative</li> <li>❖ to <b>use</b> time phrase</li> <li>❖ to <b>draw</b> a timeline</li> </ul>
<b>9</b>	<b><i>Let's Go Fishing</i></b> ≈ 30 min	<b><i>Loving the Plan</i></b> ≈ 40 min	<b><i>So Many Fish</i></b> ≈ 30 min	<b><i>What Is the Order?</i></b> ≈ 40 min
<b>Loving the Plan</b> <i>pg. 307</i>	<ul style="list-style-type: none"> <li>❖ to <b>connect</b> pictures with statements</li> <li>❖ to <b>ask</b> yes/no questions</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>listen</b> for the main events in the story</li> <li>❖ to <b>correlate</b> summary statements with pictures</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>understand</b> and use how much and how many with count and non-count nouns</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>become</b> aware of the discourse elements that hold the script together</li> </ul>
<b>10</b>	<b><i>Give One, Get One</i></b> ≈ 30 min	<b><i>The Recent Past</i></b> ≈ 30 min	<b><i>Listening to the Windstorm</i></b> ≈ 50 min	<b><i>Gift, Explanation, Response</i></b> ≈ 30 min
<b>Receiving the Holy Spirit</b> <i>pg. 351</i>	<ul style="list-style-type: none"> <li>❖ to <b>talk</b> about promises made</li> <li>❖ to <b>activate</b> prior knowledge about promises</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>review</b> the previous three units</li> <li>❖ to <b>retell</b> events</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>listen</b> for gist</li> <li>❖ to <b>listen</b> for specific information</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>read</b> for detail/specific information</li> </ul>



## Contents

Task 5	Task 6	Task 7	Task 8	Unit
<b><i>Towel or Tower</i></b> ≈ 40 min	<b><i>Where, Why and Who?</i></b> ≈ 45 min	<b><i>Preparing for the Passover</i></b> ≈ 45 min	<b><i>Ups and Downs for Peter</i></b> ≈ 45 min	<b>6</b>
❖ to <b>pronounce</b> the /l/ and /r/ sounds	❖ to <b>scan</b> the script for specific information ❖ to <b>understand</b> the word order of information questions ❖ to <b>read</b> the script dramatically	❖ to ask wh-questions ❖ to give instructions/directions ❖ to ask for clarification	❖ to <b>understand</b> the idiomatic metaphor of 'up and down' in relation to positive and negative experiences of life ❖ to <b>talk</b> about highs and lows in Peter's life ❖ to <b>talk</b> about highs and lows in learners' own lives	<b>Sharing the Passover</b> pg. 177
<b><i>Sinking Even Lower</i></b> ≈ 30 min	<b><i>Responding Negatively</i></b> ≈ 70 min	<b><i>No, I Don't</i></b> ≈ 45 min	<b><i>Making Headlines</i></b> ≈ 45 min	<b>7</b>
❖ to <b>analyze</b> the script for low points in Peter's life ❖ to <b>summarize</b> low points of Peter's life ❖ to <b>present/explain</b> a self-made poster	❖ to <b>understand</b> the word order and use of auxiliaries in negative statements ❖ to <b>contradict</b> with emphatic stress ❖ to <b>negotiate</b> a meeting time ❖ to <b>disagree</b> appropriately	❖ to <b>pronounce</b> the vowels /oʷ/ and /ɔ/ ❖ to <b>do</b> a dramatic reading	❖ to <b>role play</b> an interview ❖ to <b>write</b> headlines	<b>Sleeping, Fighting, &amp; Denying</b> pg. 233
<b><i>What Happened First?</i></b> ≈ 30 min	<b><i>Identifying Things &amp; People</i></b> ≈ 45 min	<b><i>Which 'ed'?</i></b> ≈ 60 min	<b><i>Seeing, Believing, Realizing</i></b> ≈ 40 min	<b>8</b>
❖ to <b>understand</b> the use of the present perfect to indicate sequence of events	❖ to <b>understand</b> the forms used to refer back to previously mentioned information (personal pronouns, demonstratives, possessive determiners) and the definite article <i>the</i> ❖ to <b>give</b> and follow directions using specific places ❖ to <b>negotiate</b> a meeting time	❖ to <b>learn</b> the three ways of pronouncing the -ed ending ❖ to <b>read</b> the script dramatically	❖ to <b>draw</b> inferences from the script ❖ to <b>use</b> perspective in personal narrative writing ❖ to <b>scan</b> the script for specific information ❖ to <b>write</b> an email	<b>Seeing and Believing</b> pg. 265
<b><i>Follow Me</i></b> ≈ 20 min	<b><i>Blue, Wood or Rust</i></b> ≈ 45 min	<b><i>Stressful Fishing</i></b> ≈ 60 min	<b><i>Talking About Love</i></b> ≈ 50 min	<b>9</b>
❖ to <b>analyze</b> the script for similarities and differences ❖ to <b>learn</b> the language of comparison and contrast	❖ to <b>pronounce</b> /uʷ/, /ʊ/ and /ʌ/ ❖ to <b>use</b> vowels as responses	❖ to <b>review</b> the stress differences between content and function words ❖ to <b>identify</b> and <b>produce</b> correct stress patterns in phrases ❖ to <b>read</b> the script dramatically	❖ to <b>express</b> ideas and opinions about love ❖ to <b>share</b> information in a group ❖ to <b>reflect</b> on the meaning of love ❖ to <b>write</b> a reflective letter ❖ to <b>read</b> a script interpretatively	<b>Loving the Plan</b> pg. 307
<b><i>Weeks, Witnesses &amp; Apostles</i></b> ≈ 30 min	<b><i>Gossiping the Gospel</i></b> ≈ 60 min	<b><i>Promises, Promises</i></b> ≈ 40 min	<b><i>Peter &amp; The Holy Spirit</i></b> ≈ 45 min	<b>10</b>
❖ to <b>understand</b> and <b>pronounce</b> the /s/, /z/, and /əz/ endings	❖ to <b>review</b> thought grouping and prominence ❖ to <b>understand</b> the role of contrastive stress in discourse ❖ to <b>read</b> the script dramatically	❖ to <b>understand</b> and use 'will & won't' in making promises ❖ to <b>understand</b> and use 'would & wouldn't' in reported speech concerning past promises ❖ to <b>scan</b> the script for specific information	❖ to <b>scan</b> the script for specific information ❖ to <b>take</b> notes in a chart ❖ to <b>make</b> comparisons and contrasts ❖ to <b>draw</b> information from various sources ❖ to <b>participate</b> in group discussion	<b>Receiving the Holy Spirit</b> pg. 351

## Contents




Unit	Task 1	Task 2	Task 3	Task 4
<b>11</b>	<b><i>Miracles...What Do You Think?</i></b> ≈ 45 min	<b><i>Healing in Jesus' Name</i></b> ≈ 40 min	<b><i>What's Happening?</i></b> ≈ 45 min	<b><i>My Home Town</i></b> ≈ 20 min
<b>Healing in Jesus' Name</b> <i>pg. 399</i>	<ul style="list-style-type: none"> <li>❖ to <b>ask</b> opinion questions about miracles</li> <li>❖ to <b>fill</b> a survey chart</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>listen</b> for main events</li> <li>❖ to <b>sequence</b> the events of the story</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> the lexical meaning of the verbs in the script</li> <li>❖ to <b>notice</b> the form of verb phrases to communicate the relationship of events</li> <li>❖ to <b>practice</b> main verb and auxiliary combinations</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>ask</b> questions and describe geographic locations</li> <li>❖ to <b>read</b> historical background knowledge</li> </ul>
<b>12</b>	<b><i>Food Taboos</i></b> ≈ 30 min	<b><i>Preaching in Samaria</i></b> ≈ 45 min	<b><i>Coming and Going</i></b> ≈ 40 min	<b><i>Sent by Cornelius</i></b> ≈ 30 min
<b>Preaching in Samaria</b> <i>pg. 445</i>	<ul style="list-style-type: none"> <li>❖ to <b>conduct</b> a survey</li> <li>❖ to <b>present</b> information on a graph</li> <li>❖ to <b>activate</b> prior knowledge about taboos</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>locate</b> places on a map and draw routes</li> <li>❖ to <b>listen</b> for gist</li> <li>❖ to <b>scan</b> for specific information</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>guess</b> word meanings from context</li> <li>❖ to <b>learn</b> vocabulary related to the script</li> <li>❖ to <b>learn</b> vocabulary associated with travel, temporary stops and permanent residence</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>understand</b> the form and usage of the passive voice</li> </ul>
<b>13</b>	<b><i>Effective Listening</i></b> ≈ 30 min	<b><i>Going to the Ends of the Earth</i></b> ≈ 40 min	<b><i>What Does This Mean?</i></b> ≈ 30 min	<b><i>Who is Who?</i></b> ≈ 20 min
<b>Going to the Ends of the Earth</b> <i>pg. 503</i>	<ul style="list-style-type: none"> <li>❖ to <b>develop</b> appropriate listening responses</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>activate</b> learners' geographical knowledge</li> <li>❖ to <b>introduce</b> historical background</li> <li>❖ to <b>listen</b> to the script</li> <li>❖ to <b>sequence</b> events</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>use</b> new vocabulary in discourse</li> <li>❖ to <b>learn</b> key words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>use</b> relative clauses to describe people</li> </ul>
<b>14</b>	<b><i>To Be in Prison</i></b> ≈ 20 min	<b><i>Escaping from Prison</i></b> ≈ 45 min	<b><i>Odd One Out</i></b> ≈ 30 min	<b><i>Intentions and Outcomes</i></b> ≈ 30 min
<b>Escaping From Prison</b> <i>pg. 547</i>	<ul style="list-style-type: none"> <li>❖ to <b>activate</b> prior knowledge of prison experiences</li> <li>❖ to <b>evaluate</b> experiences</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>locate</b> places on the map</li> <li>❖ to <b>listen</b> for gist/main events</li> <li>❖ to <b>sequence</b> events of the story</li> <li>❖ to <b>scan</b> script for specific information</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>learn</b> key vocabulary along with synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>scan</b> the script for specific information</li> <li>❖ to <b>recognize</b> the meaning of infinitives</li> <li>❖ to <b>recognize</b> cause and effect in discourse</li> </ul>
<b>15</b>	<b><i>Living Stones</i></b> ≈ 45 min	<b><i>Including the Gentiles</i></b> ≈ 50 min	<b><i>Peter's Speech</i></b> ≈ 40 min	<b><i>Final Scene</i></b> ≈ 60 min
<b>Welcoming All</b> <i>pg. 593</i>	<ul style="list-style-type: none"> <li>❖ to <b>review</b> Peter's choices</li> <li>❖ to <b>think</b> about choices and consequences</li> <li>❖ to <b>prepare</b> for the reading of the script</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>summarize</b> main ideas</li> <li>❖ to <b>report</b> information to the class</li> <li>❖ to <b>listen</b> for main ideas</li> <li>❖ to <b>sequence</b> events of the story</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>identify</b> parts of a persuasive speech</li> <li>❖ to <b>write</b> and present a persuasive speech</li> <li>❖ to <b>listen</b> and <b>evaluate</b> classmates' speeches</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>understand</b> and <b>practice</b> thought group and intonation pauses when reading extended discourse aloud</li> <li>❖ to <b>understand</b> prominence of content words in a thought group</li> <li>❖ to <b>review</b> intonation</li> <li>❖ to <b>read</b> the script dramatically</li> <li>❖ to <b>recognize</b> grammatical units as thought groups in speech</li> </ul>
<b>Tool Kit</b>	<i>pg. 631</i>			

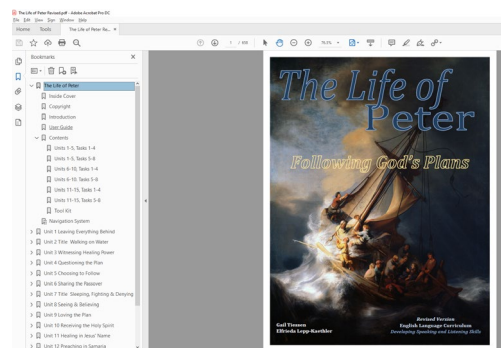
## Contents

Task 5	Task 6	Task 7	Task 8	Unit
<b>Black or Red</b> ≈ 60 min	<b>Miracles Were Performed</b> ≈ 20 min	<b>Peter Heals in Jesus' Name</b> ≈ 40 min	<b>Saying Thanks</b> ≈ 40 min	<b>11</b>
<ul style="list-style-type: none"> <li>❖ to <b>understand</b> and produce appropriate vowel lengths</li> <li>❖ to <b>pronounce</b> the /æ/ vowel</li> <li>❖ to <b>read</b> the script dramatically</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>understand</b> the form and usage of the passive voice</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>compare</b> and contrast ideas in two scripts</li> <li>❖ to <b>take</b> notes in a graphic organizer (chart)</li> <li>❖ to <b>draw</b> inferences (reasonable conclusions from the evidence in the script)</li> <li>❖ to <b>write</b> a news report</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>give</b> appropriate verbal thanks</li> <li>❖ to <b>write</b> a thank you note</li> </ul>	<b>Healing in Jesus' Name</b> pg. 399
<b>Asking for Information</b> ≈ 40 min	<b>A Puff of Air</b> ≈ 60 min	<b>Making Headlines</b> ≈ 40 min	<b>The Church of the Rock</b> ≈ 40 min	<b>12</b>
<ul style="list-style-type: none"> <li>❖ to <b>scan</b> the script for specific information</li> <li>❖ to <b>understand</b> the word order of information questions</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>pronounce</b> the aspirated and non-aspirated stops /p/, /t/, and /k/</li> <li>❖ to <b>discriminate</b> between voice and unvoiced stops, /p/ and /b/, /t/ and /d/, and /k/ and /g/</li> <li>❖ to <b>use</b> correct intonation of questions</li> <li>❖ to <b>read</b> the script dramatically</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>ask</b> for information with questions and imperatives</li> <li>❖ to <b>read</b> instructions</li> <li>❖ to <b>give</b> information</li> <li>❖ to <b>write</b> headlines</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>analyze</b> the script</li> <li>❖ to <b>synthesize</b> information from different sources</li> <li>❖ to <b>interpret</b></li> <li>❖ to <b>predict</b> and <b>guess</b></li> <li>❖ to <b>compare</b> and <b>contrast</b> the church in two units</li> <li>❖ to <b>participate</b> in a group discussion</li> </ul>	<b>Preaching in Samaria</b> pg. 445
<b>What Really Happened?</b> ≈ 20 min	<b>Grey or Red</b> ≈ 60 min	<b>In Every Nation</b> ≈ 60 min	<b>To the Ends of the Earth</b> ≈ 50 min	<b>13</b>
<ul style="list-style-type: none"> <li>❖ to <b>understand</b> the main events and details of the story</li> <li>❖ to <b>practice</b> critical reading (discerning content errors)</li> <li>❖ to <b>compare</b> and <b>contrast</b> two scripts</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>pronounce</b> /ev/ and /ε/</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>practice</b> word stress in the names of countries</li> <li>❖ to <b>format</b> a script into acts</li> <li>❖ to <b>perform</b> a dramatization of the script</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>make</b> plans, give suggestions, agree and disagree</li> <li>❖ to <b>research</b> geographic and cultural information about a country</li> <li>❖ to <b>devise</b> a plan</li> </ul>	<b>Going to the Ends of the Earth</b> pg. 503
<b>Stating Intentions</b> ≈ 45 min	<b>Finding Peter and the Angel</b> ≈ 60 min	<b>Say It Clearly</b> ≈ 60 min	<b>Two Passovers</b> ≈ 45 min	<b>14</b>
<ul style="list-style-type: none"> <li>❖ to <b>understand</b> and use the infinitive form</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>pronounce</b> off-glides and diphthongs</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>understand</b> and <b>practice</b> thought group and intonation pauses when reading extended discourse aloud</li> <li>❖ to <b>understand</b> the prominence of content words in a thought</li> <li>❖ to <b>read</b> the script dramatically</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>draw</b> comparisons and contrasts between various texts</li> <li>❖ to <b>take</b> notes in a chart</li> <li>❖ to <b>share</b> information in a group</li> <li>❖ to <b>write</b> in response to 'short answer questions'</li> </ul>	<b>Escaping From Prison</b> pg. 547
<b>Match Them Up</b> ≈ 30 min	<b>Trivia</b> ≈ 30 min	<b>Following God's Plan</b> ≈ 60 min	<b>Creative Responses</b> ≈ 60 min	<b>15</b>
<ul style="list-style-type: none"> <li>❖ to <b>review</b> the vocabulary from all units</li> <li>❖ to <b>answer</b> questions about Peter's life story</li> <li>❖ to <b>discuss</b> the times and culture of Peter's day</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>answer</b> questions about Peter's life story</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>match</b> details with headings</li> <li>❖ to <b>draw</b> conclusions from various scripts</li> <li>❖ to <b>write</b> summary statements</li> <li>❖ to <b>share</b> information in a group</li> </ul>	<ul style="list-style-type: none"> <li>❖ to <b>respond</b> creatively to the life story of Peter</li> </ul>	<b>Welcoming All</b> pg. 593
pg. 631				<b>Tool Kit</b>

## Navigation System

### Adobe Instructions:

- Ensure that the latest version of Acrobat Reader is on your computer. Go to: <https://get.adobe.com/reader/> and click on **Install**.
- 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.

**All Audio Files** are embedded into the **Power Point Instructor SLIDES**. Click on the **Audio Button on specific SLIDES to activate the Audio**. There are Slide Sets that advance automatically.

**Contact** [joytwopublications@gmail.com](mailto:joytwopublications@gmail.com) for any technical assistance/comments.