

Level 2 Teacher's Guide

Neighbor ^{TO} Neighbor

Uniting through English

Rachael Tsaneva, Writer

MNA
ESL

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Scope and Sequence

#	Lesson Title	Language Function	Grammar
Unit 1: In My Community			
1	Did You Meet the New Neighbors?	<ul style="list-style-type: none"> Describing people using personality traits and family words) 	<ul style="list-style-type: none"> Action adverbs
2	I'm Going to Help My Neighbors.	<ul style="list-style-type: none"> Talking about simple work around the home Talking about helping others 	<ul style="list-style-type: none"> Cause and effect using <i>why</i> and <i>because</i>
3	I Love the Rec Center!	<ul style="list-style-type: none"> Talking about the recreation center 	<ul style="list-style-type: none"> Past experience using <i>used to</i>
4	Welcome to Our School.	<ul style="list-style-type: none"> Using vocabulary related to school system Informational documents/forms 	<ul style="list-style-type: none"> Abbreviations
Unit 2: I Have a Problem.			
5	I Saw Two Mice!	<ul style="list-style-type: none"> Talking about pest problems Politely accept/refuse suggestions 	<ul style="list-style-type: none"> Past progressive tense
6	We Had Freeze Alerts.	<ul style="list-style-type: none"> Talking about natural disasters and extreme weather conditions 	<ul style="list-style-type: none"> Degrees of certainty
7	Let's Make a Plan.	<ul style="list-style-type: none"> Talking about making emergency plans 	<ul style="list-style-type: none"> Future tense with <i>will</i>; modal verb <i>might</i>
8	I Think My Laptop Has a Virus.	<ul style="list-style-type: none"> Talking about problems with computers 	<ul style="list-style-type: none"> Negative statements with contractions
9	I Forgot.	<ul style="list-style-type: none"> Talking about daily tasks 	<ul style="list-style-type: none"> Articles <i>a, an, and the</i>

Unit 3: Getting On the Road			
10	Will You Help Me Choose a Car?	<ul style="list-style-type: none"> Using vocabulary related to cars 	<ul style="list-style-type: none"> Comparative adjectives
11	I Need an Oil Change.	<ul style="list-style-type: none"> Requesting services for car repair 	<ul style="list-style-type: none"> Superlative adjectives
12	I Was in a Traffic Jam.	<ul style="list-style-type: none"> Explaining problems in traffic Making apologies 	<ul style="list-style-type: none"> Informal speech
Unit 4: Sharing Meals Together			
13	Let's Bake a Cake!	<ul style="list-style-type: none"> Talking about food preparation and recipe measurement 	<ul style="list-style-type: none"> Adverbs of frequency <i>usually, occasionally, rarely</i> Direct object pronouns
14	I'm Allergic.	<ul style="list-style-type: none"> Talking about food needs and preferences 	<ul style="list-style-type: none"> Count and noncount nouns
15	I Have a Special Diet.	<ul style="list-style-type: none"> Offering, accepting, and refusing food 	<ul style="list-style-type: none"> Using <i>bring</i> and <i>take</i>
16	Let's Get Takeout!	<ul style="list-style-type: none"> Talking about cookouts and food preparation 	<ul style="list-style-type: none"> Using <i>some</i> and <i>any</i>
Unit 5: How's Your Health?			
17	Getting Regular Checkups Is a Good Idea.	<ul style="list-style-type: none"> Talking about health and lifestyle choices Agreeing or disagreeing with a statement 	<ul style="list-style-type: none"> Gerunds
18	I Hope She Will Recover Soon!	<ul style="list-style-type: none"> Describing symptoms and duration of health problems 	<ul style="list-style-type: none"> Using <i>ago</i>
19	Did He Break a Bone?	<ul style="list-style-type: none"> Describing a health emergency Determining where to go for a health need 	<ul style="list-style-type: none"> Understanding when not to use an article

20	How Was Your Day as a Nurse?	<ul style="list-style-type: none"> Describing injuries and symptoms 	<ul style="list-style-type: none"> Using <i>need to</i>
Unit 6: Let's Go to Work!			
21	We're Working Overtime.	<ul style="list-style-type: none"> Talking about roles in the workplace 	<ul style="list-style-type: none"> Phrasal verbs <i>work at, work in, work with</i>
22	I'm Going to Become a Childcare Worker.	<ul style="list-style-type: none"> Talking about certain career fields 	<ul style="list-style-type: none"> Future tense using <i>be able to</i>
23	I Have Two Job Offers.	<ul style="list-style-type: none"> Talking about types of employment and compensation 	<ul style="list-style-type: none"> Using <i>either...or</i> and <i>neither...nor</i>
24	Does She Have a Bank Account?	<ul style="list-style-type: none"> Talking about habits with earning and spending money 	<ul style="list-style-type: none"> Phrases <i>all of, a lot of, some of, and none of</i>
Unit 7: Do You Want to Go Shopping Together?			
25	I Need a Couch and a Recliner.	<ul style="list-style-type: none"> Naming common household furniture 	<ul style="list-style-type: none"> Possessive pronouns
26	I'd Like to Return These Items.	<ul style="list-style-type: none"> Completing returns and asking for refunds 	<ul style="list-style-type: none"> Using <i>too</i> + adjective
27	Try This Cotton Shirt.	<ul style="list-style-type: none"> Identifying clothing and material types Talking about trying on clothes 	<ul style="list-style-type: none"> Reflexive pronouns
28	Nice Haircut!	<ul style="list-style-type: none"> Using vocabulary related to hair and haircuts 	<ul style="list-style-type: none"> Cause and effect using <i>so</i>
Unit 8: We're Having So Much Fun!			
29	We Went Camping at the Beach.	<ul style="list-style-type: none"> Talking about outdoor activities Asking follow-up questions 	<ul style="list-style-type: none"> <i>Go + -ing</i> verb phrases
30	What Are You Doing for the Long Weekend?	<ul style="list-style-type: none"> Talking about free time activities Making, accepting, and refusing invitations 	<ul style="list-style-type: none"> Verb phrases with <i>go, go on, and go to</i>

31	We Want to Celebrate!	<ul style="list-style-type: none"> Talking about celebrations 	<ul style="list-style-type: none"> Phrasal verbs <i>set up, join in, find out</i>
32	I Prefer Serious Movies.	<ul style="list-style-type: none"> Discuss preferences for movie genres 	<ul style="list-style-type: none"> Words that are opposites
Unit 9: We're Going on a Trip.			
33	I Booked Tickets and Packed My Luggage.	<ul style="list-style-type: none"> Talking about air travel 	<ul style="list-style-type: none"> Using <i>before</i> and <i>after</i> to describe steps in a process
34	How Was Your Vacation?	<ul style="list-style-type: none"> Describing travel experiences 	<ul style="list-style-type: none"> Descriptive adjectives

Unit 1: In My Community

Lesson 1: Did You Meet the New Neighbors?

Teacher Devotion: Deuteronomy 10:17-19

For the LORD your God is God of gods and Lord of lords, the great, the mighty, and the awesome God, who is not partial and takes no bribe. He executes justice for the fatherless and the widow, and loves the sojourner, giving him food and clothing. Love the sojourner, therefore, for you were sojourners in the land of Egypt.

How good God is to us, that He has given us the privilege of reflecting His love by serving the sojourners among us. May God bless you as you prepare your lesson!

Lesson Objective: By the end of this lesson, students will be able to

- describe people using personality traits and family words,
- use adverbs to describe how a person does an action.

Visual or Teaching Aids Needed: N2N vocabulary cards and handouts, and props for your lesson.

Greeting/Review: Print or project a few pictures of families, including extended families. Print and give out sticky notes with the following words: *mom, dad, son, daughter, brother, sister, grandma, grandpa, aunt, uncle*. Have students place their sticky notes near a person whose picture it could describe.

Open with prayer.

Introduce New Vocabulary: Mime and/or use pictures, and then do TPR, repetition, and/or dictation drills.

move in/out

shy

cheerful

confident

middle-aged

polite

kind

curious
niece
nephew
neighbor

TEACHER TIP: Take this opportunity to explain the title of this textbook series as you explain the word **neighbor**.

Sentences Using Vocabulary: Use repetition of a sentence, substitution, question and answer, and chain drills.

A: Did you meet the new neighbors?
B: Yes, I did. They are kind.

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by program director or teacher.

Communication Practice Activities:

CPA1: Role Play

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. Then, have students act out the story while the teachers read it again.

Have students practice the dialogue in pairs.

A: Hey, did you meet the new neighbors, the Mings?
B: Yes, I said hello to them. They're a family of four and they moved in last week.
A: I met the parents, Mr. and Mrs. Ming. They are middle-aged and very cheerful and kind.
B: I met their children. Their daughter is shy but polite. Their son is very confident and curious.
A: I think I saw two other children with them, too.
B: Yes, that's their niece and nephew. They live on the next street.

A: I was sad when the old neighbors moved out, but now I'm happy that the Mings are here!

TEACHER TIPS:

- Explain to your students that when Americans say, “live on the next street,” they mean that their home is one street away from the speaker.
- Use the illustration to point out each of the Ming family members and give students context for the vocabulary words.
- Refer to the Culture Box to explain to students how to refer to whole families such as the Mings.

CPA2: Activity – How Are They Feeling?

Before class, prepare ten pictures (on slides or printed) of people in different situations, including: at a birthday party, moving in/out of a house or apartment, going to the doctor, going to a museum, meeting new people, etc. Try to find at least one picture/situation in which people could be described as *curious*, *confident*, *shy*, and *cheerful* so that students have a chance to use these words.

Create and print a word list for each pair of students with the following words: *curious*, *confident*, *shy*, *cheerful*, *worried*, *calm*, *excited*, *bored*, *confused*, *happy*, *sad*, *angry*, *tired*.

In class, place students in pairs and hand each pair a word list. Briefly go over this list to make sure students understand all of the words. Then, show a picture of people moving into a new home. Say, “They’re moving into a new home. How are they feeling?” Have pairs speak together to choose words from their lists that might match how the people moving into a new home are feeling. Students may include other words that they know, as well.

Have students identify words they’ve chosen for the whole class, giving explanations if they would like. Then, move on to another picture.

CPA3: Activity – Pair Match-Up

Before class, print small pictures of five men and five women and write one of the sentences below on the back of each paper:

This is Susan. Her uncle is James.	This is James. His niece is Susan.
This is Mike. His aunt is Emily.	This is Emily. Her nephew is Mike.

This is Jill. Her aunt is Carrie.	This is Carrie. Her niece is Jill.
This is Will. His uncle is Joe.	This is Joe. His nephew is Will.
This is Luke. His neighbor is Ana.	This is Ana. Her neighbor is Luke.

In class, write on the board, “This is _____. He’s/She’s looking for _____.”

Demonstrate the activity with your assistant: take one picture and read the back, then fill in the sentences on the board, e.g., “This is Joe. He’s looking for his nephew Will.” Have your assistant do the same. Give each student a picture and instruct them to walk around the room, saying their statements to each other while looking for the person mentioned in their statement. When they find that person, they should sit down.

TEACHER TIP: For a small class or for students with mobility problems, create a set of pictures for each pair of students and have them read the statements and match the family members together. For a larger class, create additional pairs of pictures/family members following the pattern given above.

CPA4: Activity – How Am I Doing This?

Before class, create slides or prepare to write the following sets of sentences:

- My nephew is saying hello. He is kind. My nephew is saying hello _____.
- My neighbor is singing. She is cheerful. My neighbor is singing _____.
- You are working. You are confident. You are working _____.
- I am speaking to my niece. I am polite. I am speaking to my niece _____.
- We are watching the animals. We are curious. We are watching the animals _____.
- They are meeting their neighbors. They are shy. They are meeting their neighbors _____.

In class, write the following words on the board: *polite, curious, confident, cheerful, kind, shy*. Tell students that these words describe people and review their meanings. Then, add the -ly ending to each word to change them into adverbs. Tell students that these words describe how someone does something. Refer to the Grammar Box. Write on the board, “I’m walking,” and demonstrate how to walk according to some of the adverbs on the board. Repeat this with “I’m speaking,” and use other adverbs.

Place students in pairs and give each pair a whiteboard and dry erase marker. Show a set of

sentences on a slide or write it on the board. Model how to create an adverb using the underlined word and *-ly* and add it to the sentence with the blank. Have the class say the sentence together.

For the next sentences, show the set of sentences and have pairs create the adverb and write it on their boards. Then, have all the students say the resulting sentence together. If desired, create additional sets of sentences using the other adverbs in CPA6.

TEACHER TIP: *Students may need some repetition practice with saying some of the adverbs. Provide this if needed.*

CPA5: Interview – Facing Lines

Before class, write on a slide or the board:

- A: When did you move into your home?
B: (I moved into my home...)
A: How did you feel?
B: (I felt...)
A: Do you want to move out of your home?
B: (Yes, I want to... / No, I don't want to...)

In class, show the questions with the sentence starters for answers on a slide. With your assistant, demonstrate asking each other and answering the questions.

Place students in two lines facing one another. They will practice asking and answering the questions, and then one line will move so that each student has a new partner. Repeat this until each student has been able to practice with each partner in the facing line.

CPA6: Activity – How Do I...?

Before class, create the sets of cards shown below, so that each pair of students will receive both sets of cards:

Set 1:

I'm walking	I'm sitting	I'm speaking
I'm eating	I'm driving	I'm singing
I'm talking to a friend	I'm exercising	I'm cooking

Set 2:

politely	curiously	quickly
cheerfully	confidently	shyly
kindly	slowly	angrily
sadly	nervously	calmly

In class, go over the statements in Set 1 and the adverbs in Set 2, making sure that students understand all of the words and have an idea how they could act them out.

Place students in pairs. Give each pair the two sets of cards and demonstrate the activity. One partner will draw a statement (Set 1), reading the card and showing it to the partner, and then draw an adverb (Set 2), keeping the adverb secret from the partner. That student must act out the statement, and the partner must guess the adverb using a complete sentence; e.g., “You’re driving confidently.” Demonstrate to students that some adverb cards may not match the statements, e.g., “cooking kindly,” and tell them that they may switch the adverb for a different card if that is the case.

Partners will continue playing, switching roles back and forth, and shuffling the two piles of cards when necessary.

TEACHER TIPS:

- *Don’t worry if students switch the adverb cards during the activity; this shows that they have understood the words and see that these things do not match, which is still showing comprehension of the language!*
- *Print Set 1 and Set 2 on different colored paper so that it’s easy to direct students to first draw one color, then the second color, and so that the piles don’t get mixed up.*

CPA7: Interview – Find Someone Who...?

Before class, print one handout for each student from the N2N handouts.

In class, pass out the handouts to each student. Show students how to use the sentence starters to form questions. Demonstrate the activity. Students will stand up and mingle. Each student will ask another student a question, using the sentence starter on the handout. If that student says, “Yes,” s/he will write his/her name on the line. Then, they will move on to other students, asking the other questions.

The first student who fills up his/her sheet with different names is the winner. That student should go through the list and read each name with the statement.

TEACHER TIP: *For a small class, rewrite each statement as a question and put each one on strips. Have students sit in pairs and take turns drawing slips and asking one another the questions.*

CPA8: Textbook Exercise 1

In class: Say each word that goes in the blank.

For homework: Write each word that goes in the blank.

CPA9: Textbook Exercise 2

In class: Match the pictures and the words.

For homework: Draw a line between the pictures and the word.

CPA10: Textbook Exercise 3

In class: Fill in the missing words and read the story together.

For homework: Write the missing words in the blanks, then read the story.

Homework (optional): Students will complete the textbook exercises in writing.

Closing: Act out some of the adverbs and statements from CPA6 and have students call out what you are doing.

If you have not already done so in the lesson, please refer students to the Culture Box and Grammar Box.

Close with prayer.