

Level One Teacher's Guide

# Neighbor <sup>TO</sup> Neighbor

Uniting through English

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MNA  
ESL

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Unless noted, Scripture used is from *The Holy Bible, English Standard Version™*

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Although many publishers do not capitalize terms, and particularly pronouns which refer to the Trinity, in this guide CDM publications has capitalized those elements for clarity of reference.

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# Table of Contents

Scope and Sequence .....	7
Introduction to the Teacher’s Guide .....	11
<b>Unit 1: Where We Live</b> .....	17
Lesson 1: Welcome to English Class! .....	17
Lesson 2: This Is My Family. ....	24
Lesson 3: There’s Our New Neighbor. ....	31
Unit 1 Review .....	37
<b>Unit 2: What We Do Every Day</b> .....	39
Lesson 4: What Month Is It? .....	39
Lesson 5: Go, Go, Go! .....	45
Lesson 6: Every Day, I Get Up. ....	53
Lesson 7: Do You Dance in Your Free Time? .....	59
Unit 2 Review .....	64
<b>Unit 3: In Our Community</b> .....	65
Lesson 8: What Does He Learn at School? .....	65
Lesson 9: My Child Will Be Absent on Friday. ....	72
Lesson 10: I Want to Send a Package. ....	79
Lesson 11: May I Check Out These Books? .....	86
Lesson 12: I’m Going to Call a Handyman. ....	93
Unit 3 Review .....	99

---

<b>Unit 4: Time for Work!</b> .....	101
Lesson 13: What Are Your Skills? .....	101
Lesson 14: I'm Really Sorry. ....	108
Lesson 15: It's Time to Clock Out! .....	114
Unit 4 Review .....	119
<b>Unit 5: Staying Healthy</b> .....	121
Lesson 16: Are You Worried or Calm? .....	121
Lesson 17: I'd Like to Make an Appointment. ....	126
Lesson 18: Do You Exercise Every Day? .....	133
Lesson 19: Take Three Times a Day. ....	138
Lesson 20: I Will Wash Your Clothes. ....	144
Unit 5 Review .....	150
<b>Unit 6: We're Ready to Eat!</b> .....	151
Lesson 21: Anything Else? .....	151
Lesson 22: I'd Like a Burger and Fries. ....	158
Lesson 23: Thank You So Much! .....	164
Lesson 24: Please Wash These Dirty Dishes. ....	171
Unit 6 Review .....	176
<b>Unit 7: Spending Time Together</b> .....	177
Lesson 25: Thank You for the Visit! .....	177
Lesson 26: It Was a Wonderful Date. ....	185
Lesson 27: I Went to a Birthday Party! .....	192
Unit 7 Review .....	199

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<b>Unit 8: It's Time to Go!</b> .....	201
Lesson 28: I'm Going on a Trip! .....	201
Lesson 29: Does the Bus Arrive at 2:00 pm? .....	207
Lesson 30: I Got a Ticket. ....	213
Unit 8 Review .....	220

<b>Unit 9: Staying Safe</b> .....	221
Lesson 31: What Is Your Emergency? .....	221
Lesson 32: Maybe It Will Flood! .....	228
Lesson 33: My Electricity Isn't Working. ....	234
Lesson 34: Be Careful in the Parking Lot. ....	241
Unit 9 Review .....	247

## Scope and Sequence

#	Lesson Title	Language Function	Grammar
<b>Unit 1: Where We Live</b>			
1	Welcome to English Class!	<ul style="list-style-type: none"> <li>Greetings (time of day)</li> <li>Describing relationship status</li> </ul>	<ul style="list-style-type: none"> <li>“To be” verb</li> <li>Contractions</li> </ul>
2	This Is My Family.	<ul style="list-style-type: none"> <li>Making introductions</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives</li> </ul>
3	There’s Our New Neighbor.	<ul style="list-style-type: none"> <li>Asking and answering questions about other people</li> </ul>	<ul style="list-style-type: none"> <li>Questions with “to be” verb</li> <li>Using <i>a/an</i></li> </ul>
<b>Unit 2: What We Do Every Day</b>			
4	What Month Is It?	<ul style="list-style-type: none"> <li>Saying the full date</li> </ul>	<ul style="list-style-type: none"> <li>Abbreviations</li> </ul>
5	Go, Go, Go!	<ul style="list-style-type: none"> <li>Using words for measuring time</li> </ul>	<ul style="list-style-type: none"> <li>Present progressive tense</li> </ul>
6	Every Day, I Get Up.	<ul style="list-style-type: none"> <li>Talking about daily routines</li> <li>Giving and understanding directions</li> </ul>	<ul style="list-style-type: none"> <li>Imperatives</li> <li>Ordinal numbers, first–third</li> </ul>
7	Do You Dance in Your Free Time?	<ul style="list-style-type: none"> <li>Asking for and giving information about daily activities</li> </ul>	<ul style="list-style-type: none"> <li>Questions with <i>do/does</i></li> </ul>
<b>Unit 3: In Our Community</b>			
8	What Does He Learn at School?	<ul style="list-style-type: none"> <li>Using school-related vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Ordinal numbers fourth–twelfth</li> </ul>
9	My Child Will Be Absent on Friday.	<ul style="list-style-type: none"> <li>Calling or writing to school staff</li> </ul>	<ul style="list-style-type: none"> <li>Future tense with <i>will</i></li> <li>Ordinal numbers for dates</li> </ul>
10	I Want to Send a Package.	<ul style="list-style-type: none"> <li>Asking and answering questions about costs</li> <li>Using the post office</li> <li>Asking for clarification</li> </ul>	<ul style="list-style-type: none"> <li><i>How much</i> questions</li> </ul>

11	May I Check Out These Books?	<ul style="list-style-type: none"> <li>Using the library</li> <li>Making requests for permission</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrative pronouns <i>this, that, these, those</i></li> <li>Modal <i>may</i></li> </ul>
12	I'm Going to Call a Handyman.	<ul style="list-style-type: none"> <li>Describing problems in the home</li> </ul>	<ul style="list-style-type: none"> <li>Future tense with <i>going to</i></li> </ul>
<b>Unit 4: Time for Work!</b>			
13	What Are Your Skills?	<ul style="list-style-type: none"> <li>Describing personal characteristics related to work</li> <li>Saying the year</li> </ul>	<ul style="list-style-type: none"> <li><i>From</i> and <i>to</i> as prepositions of time</li> </ul>
14	I'm Really Sorry.	<ul style="list-style-type: none"> <li>Making a professional phone call</li> <li>Making an apology</li> </ul>	<ul style="list-style-type: none"> <li>Intensifier <i>really</i></li> </ul>
15	It's Time to Clock Out!	<ul style="list-style-type: none"> <li>Give and follow multi-step instructions</li> </ul>	<ul style="list-style-type: none"> <li>Imperatives</li> </ul>
<b>Unit 5: Staying Healthy</b>			
16	Are You Worried or Calm?	<ul style="list-style-type: none"> <li>Describing emotions</li> <li>Giving options with <i>or</i></li> </ul>	<ul style="list-style-type: none"> <li>Indefinite pronouns <i>everyone, someone, no one</i></li> </ul>
17	I'd Like to Make an Appointment.	<ul style="list-style-type: none"> <li>Making a doctor's appointment phone call</li> <li>Asking and answering health questions</li> </ul>	<ul style="list-style-type: none"> <li>Different types of questions</li> <li>Contractions</li> </ul>
18	Do You Exercise Every Day?	<ul style="list-style-type: none"> <li>Answering questions in the doctor's office</li> </ul>	<ul style="list-style-type: none"> <li><i>If...then</i> statements</li> </ul>
19	Take Three Times a Day.	<ul style="list-style-type: none"> <li>Understanding oral and written directions for medicine</li> </ul>	<ul style="list-style-type: none"> <li>Imperatives</li> </ul>
20	I Will Wash Your Clothes.	<ul style="list-style-type: none"> <li>Using words related to personal hygiene</li> <li>Giving advice</li> </ul>	<ul style="list-style-type: none"> <li>Using <i>will</i> vs. <i>should</i></li> </ul>

<b>Unit 6: We're Ready to Eat!</b>			
21	Anything Else?	<ul style="list-style-type: none"> <li>• Requesting items at a grocery store's deli counter</li> <li>• Using pounds to describe weight</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></li> </ul>
22	I'd Like a Burger and Fries.	<ul style="list-style-type: none"> <li>• Ordering at a fast-food drive-through</li> <li>• Saying and understanding prices</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals</li> </ul>
23	Thank You So Much!	<ul style="list-style-type: none"> <li>• Using words related to volunteering at a food pantry</li> <li>• Expressing gratitude</li> </ul>	<ul style="list-style-type: none"> <li>• Indirect object pronouns</li> </ul>
24	Please Wash These Dirty Dishes.	<ul style="list-style-type: none"> <li>• Naming and describing dishes and utensils</li> <li>• Making an apology</li> </ul>	<ul style="list-style-type: none"> <li>• Questions with <i>would</i></li> </ul>
<b>Unit 7: Spending Time Together</b>			
25	Thank You for the Visit!	<ul style="list-style-type: none"> <li>• Giving a compliment</li> <li>• Talking about customs for visiting</li> </ul>	<ul style="list-style-type: none"> <li>• Simple past tense: <i>was, were</i></li> </ul>
26	It Was a Wonderful Date.	<ul style="list-style-type: none"> <li>• Using words related to senses</li> </ul>	<ul style="list-style-type: none"> <li>• Simple past tense: regular verbs (-ed ending) and irregular verb <i>said</i></li> </ul>
27	I Went to a Birthday Party!	<ul style="list-style-type: none"> <li>• Discussing customs surrounding birthdays</li> </ul>	<ul style="list-style-type: none"> <li>• Questions using <i>did</i></li> <li>• Simple past tense: irregular <i>eat, get, go, sing</i></li> </ul>
<b>Unit 8: It's Time to Go!</b>			
28	I'm Going on a Trip!	<ul style="list-style-type: none"> <li>• Naming natural locations and modes of transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Questions with <i>how</i> and <i>when</i></li> <li>• Present progressive tense in a future sense</li> </ul>
29	Does the Bus Arrive at 2:00 pm?	<ul style="list-style-type: none"> <li>• Reading and speaking about transportation schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Questions with <i>do</i></li> </ul>



30	I Got a Ticket.	<ul style="list-style-type: none"> <li>Using words related to driving infractions</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs of frequency <i>always, sometimes, never</i></li> <li>Negations with <i>don't, doesn't, didn't</i></li> </ul>
<b>Unit 9: Staying Safe</b>			
31	What Is Your Emergency?	<ul style="list-style-type: none"> <li>Asking and answering questions on a 911 call</li> <li>Confirming answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>Mixed type of questions</li> </ul>
32	Maybe It Will Flood!	<ul style="list-style-type: none"> <li>Speaking about severe weather</li> </ul>	<ul style="list-style-type: none"> <li>Preposition <i>until</i></li> </ul>
33	My Electricity Isn't Working.	<ul style="list-style-type: none"> <li>Talking about utilities, bills, and home safety</li> </ul>	<ul style="list-style-type: none"> <li><i>Have to</i></li> </ul>
34	Be Careful in the Parking Lot.	<ul style="list-style-type: none"> <li>Giving warnings</li> </ul>	<ul style="list-style-type: none"> <li>Negative commands with <i>don't</i></li> </ul>

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# Unit 1: Where We Live

## Lesson 1: Welcome to English Class!

### **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

- greet others based on the time of day,
- describe relationship statuses,
- use the “to be” verb (e.g., I’m/I am; he’s/he is).

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

**Greeting:** Since this is the first class, warmly welcome students and repeat each student’s name a few times to make sure you’ve understood it and can pronounce it correctly.

Next, write each of these questions on the board, along with their corresponding sentence starter answers:

- What’s your name? My name is...
- Where are you from? I’m from...
- What languages do you speak? I speak...

For each question, elicit responses from students who already know and provide answers if no students know them. (You may need to use student registration information.)

Then, have students stand in a circle. Ask one question and toss a small ball to your assistant. Have him/her use the sentence starter to answer the question, and then ask a student. Continue until all students have answered a few questions.

Open with prayer.

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

Good morning.  
Good afternoon.  
Good evening.  
Tell us about yourself.  
married  
single  
favorite  
very much

***TEACHER TIP:** Briefly show students Culture Box A in the student book, with the words **divorced** and **widowed**, to give them additional marital status vocabulary. To explain **divorced**, have a married person demonstrate taking off their wedding ring. You can say that someone was married but now is not married. To teach **widowed**, you can show a picture of a person in mourning clothes. These words are emotionally charged but also necessary for our students to know to be able to describe their situations in life.*

*As you show these words, you can explain that someone who is divorced or widowed is also **single**.*

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

- A. Please tell us about yourself.
- B. I'm married, and my favorite food is pizza.

**Pronunciation:** Teacher will determine based on needs.

**Devotion:** Will be determined by program director or teacher.

**Communication Practice Activities:**

***TEACHER TIP:** In some cultures, gender roles are quite sensitive. We want our students to feel comfortable and respected. For this reason, try to partner students with same-gender partners, unless you have pairs that you know will be comfortable together, such as spouses or siblings. If your class is taught by a male and a female teacher, though,*

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*don't feel that these rules apply to you. We want our students to see that boundaries between genders are more relaxed in the United States, and that their teachers can have healthy, respectful friendships across genders as brothers and sisters in Christ.*

### **CPA1: Role Play**

Refer to the illustration. Two teachers will read the dialogue, acting it out as they read. They should show the correct gestures for an adult student introducing himself to his class. Then, have two students act out the story while the teachers read it again. Have students then practice the dialogue in pairs.

A: Good morning, Paulo.

B: Good morning.

A: Please tell us about yourself.

B: My name is Paulo. I'm from Brazil. I'm married, and my favorite food is pizza.

A: Thank you very much!

### **CPA2: Game – Flyswatter Game**

**Before class**, prepare a poster or whiteboard with pictures and word labels for the vocabulary words in grid form.

**In class**, divide students into two teams, and have them line up on either side of the board. Give the first student in each line a flyswatter. Call out one of the words at random. The first student to slap the vocabulary word with the flyswatter will earn a point for his/her team.

*TEACHER TIPS: For a more reusable game, you can attach the word/picture cards with tape or use magnets on a magnetic whiteboard; just be aware that an enthusiastic swat may knock a word off the board!*

### **CPA3: Interview – Facing Lines**

Write or project the following conversation on the board so that all students can see it. Then read it out loud. *Note: In the first two blanks, you should add morning, afternoon, or evening, depending on the time of day it actually is.*

A: Good \_\_\_\_\_.

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B: Good \_\_\_\_\_.

A: Please tell me about yourself.

B: My name is \_\_\_\_\_. My favorite food is \_\_\_\_\_.

A: Nice to meet you.

Place students into two lines facing one another. Have them practice the conversation above, taking turns being A and B. 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 person in the facing line.

**TEACHER TIP:** *When you introduce this conversation, highlight “me” instead of “us” from the introductory dialogue. Show that “us” encompasses the whole group of people, sweeping your arm around the room, while “me” includes just the speaker.*

#### **CPA4: Game – Contraction Match**

**Before class,** take index cards and write on each card one of the underlined words or phrases below. Include two sets of “you are/you’re” cards, one for singular words and one for plural.

**In class,** refer to the Grammar Box. Make sample sentences using both the contractions and the long-form phrases for each one, writing them on the board and emphasizing the underlined words in each. For example:

He is married. He’s married.

She is from China. She’s from China.

I am single. I’m single.

We are from Colombia. We’re from Colombia.

You are a student. You’re a student.

They are from Mexico. They’re from Mexico.

You are women. You’re women.

Pass out the cards, one to each student, mixing them up. Have students stand up and find the student with a card that matches their card. (You may need to demonstrate with an assistant.) Then, have each pair make two sentences with their phrases.

**TEACHER TIPS:**

- *If you have more students in your class than cards, pair up students, or make two sets of cards. If you have fewer students in the class than cards, reserve one or two pairs of phrases, and then repeat the activity again with different cards.*

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- *This activity helps students to understand that either form, with or without the contraction, is acceptable to use. We want them to understand the contraction forms since they'll often hear them in everyday life, but many learners find that using the long-form phrase (e.g., "they are") is easier to say.*

### **CPA5: Game – Good...?**

**Before class**, print enough copies of the N2N handout so that each student has six slips of paper—one for each greeting (good morning, good afternoon, good evening) and one for each corresponding time.

**In class**, refer to Culture Box B in the student book to explain when people use each of these greetings. Then, pass out the cards to students and have them pair up, with each pair having one time card and one greeting card. Go around the room and have each pair tell their times and greetings.

### **CPA6: Activity – What's Your Favorite...?**

Take a scrap piece of paper and quickly draw your favorite food in front of the class, and have your assistant do the same. Set a timer for yourself for two minutes (or less).

Write on the board: "What's your favorite food?" "My favorite food is \_\_\_\_\_." Use these sentences to tell each other your favorite foods.

Give each student a piece of paper and drawing utensils; then, set the timer for them. When the time is up, pair students together to tell each other their favorite foods. If you have time, have them share with the whole class. Find out if students have any similar favorite foods.

#### ***TEACHER TIPS:***

- *Use colored pencils, markers, or crayons for this activity. It will help students draw food more accurately.*
- *Even if you don't think you're a great artist, take the time to draw your sketch so that students feel emboldened to try drawing pictures and sharing them as well.*
- *Feel free to draw a picture of an ethnic food and encourage students to do the same. It's ok if the name of their food is not in English.*

### **CPA7: Activity – Are They...?**

**Before class**, prepare individual signs on paper or small whiteboards with the following words: *tall, short, old, young, married, single, a man, a woman*. Each sign will have an opposite (e.g.,

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young/old, a man/a woman).

Also, print out the following pictures from the N2N handouts: a tall man, a short man, a tall woman, a short woman, a group of old men, a group of young women, and a married couple.

**In class**, tape each pair of signs up on opposing walls.

Write on the board:

Is he \_\_\_\_\_ or \_\_\_\_\_? He's \_\_\_\_\_.

Is she \_\_\_\_\_ or \_\_\_\_\_? She's \_\_\_\_\_.

Are they \_\_\_\_\_ or \_\_\_\_\_? They're \_\_\_\_\_.

Show one of the printed pictures. Choose the correct sentence starter on the board, based on he/she/they, and then fill in the blanks to create the question. Have students walk to the side of the room that corresponds to the word that is true of the person in the picture. (Your assistant may need to demonstrate.) Refer to the Grammar Box to make sentences, practicing the contraction words, e.g., He's tall; They're married; She's short; He's single; They're old. Have students make these sentences with you as a group, and then give individual students a chance to make them.

Once students have gotten comfortable with this exercise, have individual students come to the front to choose a picture and create sentences using the board. Then have all the students walk to the correct side of the room and say the sentences.

**CPA8: Textbook Exercise 1** *\*\*Note: This exercise may be given in writing for homework.*

In class: Talk with a partner about each person.

For homework: Write the word describing each person.

**CPA9: Textbook Exercise 2** *\*\*Note: This exercise may be given in writing for homework.*

In class: Say each greeting with a partner.

For homework: Write each greeting under the time.

**CPA10: Textbook Exercise 3** *\*\*Note: This exercise may be given in writing for homework.*

In class: Answer each question with a partner.

For homework: Write your answer to each question.

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

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**Closing:** Review. Hold up the lesson's vocabulary cards and ask students to name each marital status and greeting.

Close with prayer.

***TEACHER TIP:** This lesson includes a Culture Box and Grammar Box that you may or may not have included in your lesson. If you did not use them, please introduce the material to your students during the closing, so that they understand the content of their book.*