

Level 3 Teacher's Guide

Neighbor ^{TO} Neighbor

Uniting through English

Rachael Tsaneva, Writer

MNA
ESL

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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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Scope and Sequence

#	Lesson Title	Topic/Language Function	Grammar
Unit 1: Coming Together			
1	I Want to Make a Friend.	<ul style="list-style-type: none"> Making friends and social activities 	<ul style="list-style-type: none"> Third person singular -s in simple present verbs
2	Make Yourself Comfortable.	<ul style="list-style-type: none"> Expressing and acknowledging gratitude 	<ul style="list-style-type: none"> Past tense -ed ending pronunciation
3	You Ought to Get Involved.	<ul style="list-style-type: none"> Involvement in community activities Making suggestions 	<ul style="list-style-type: none"> Modals <i>ought to, should, might</i>
4	I Hope You Get an A!	<ul style="list-style-type: none"> Learning activities in the classroom Comparing and contrasting classroom activities 	<ul style="list-style-type: none"> Present simple and present progressive tenses
Unit 2: Let's Celebrate and Remember			
5	Best Wishes!	<ul style="list-style-type: none"> Wedding traditions Giving and accepting compliments 	<ul style="list-style-type: none"> Relative clauses with <i>who</i>
6	I Have Some Wonderful News!	<ul style="list-style-type: none"> Birth and adoption Expressing congratulations 	<ul style="list-style-type: none"> Past progressive tense
7	Let's Go to a Baby Shower.	<ul style="list-style-type: none"> Baby and bridal showers Accepting thank 	<ul style="list-style-type: none"> Pronunciation of possessive 's for singular nouns
8	I'm Sorry for Your Loss.	<ul style="list-style-type: none"> Funerals Making expressions of sympathy 	<ul style="list-style-type: none"> Pronunciation of possessive 's for plural nouns

Unit 3: The Rule of Law			
9	Did You See the New Traffic Signs?	<ul style="list-style-type: none"> • Traffic rules • Naming traffic signs • Giving warnings 	<ul style="list-style-type: none"> • Negative imperatives with <i>don't</i>
10	I Had a Wreck.	<ul style="list-style-type: none"> • Car accidents and their consequences 	<ul style="list-style-type: none"> • Present perfect tense
11	Someone Broke into Our House!	<ul style="list-style-type: none"> • Reporting crimes 	<ul style="list-style-type: none"> • Comparisons with <i>as</i> • Modal verb <i>must</i>
12	I'm Interested in Renting an Apartment.	<ul style="list-style-type: none"> • Renting a home • Making polite requests for information 	<ul style="list-style-type: none"> • First conditional: <i>if</i> + present simple, <i>then</i> + future tense
Unit 4: Take Care!			
13	I'm Getting in Shape.	<ul style="list-style-type: none"> • Exercise and health habits 	<ul style="list-style-type: none"> • Infinitive verb forms • Noncount nouns
14	I'm Going to Physical Therapy.	<ul style="list-style-type: none"> • Body parts and physical therapy • Giving and following instructions 	<ul style="list-style-type: none"> • Present perfect tense
15	I Had an Allergic Reaction.	<ul style="list-style-type: none"> • Specific health concerns • Giving details 	<ul style="list-style-type: none"> • Present perfect tense
16	My Son Fell Down the Stairs!	<ul style="list-style-type: none"> • Medical emergencies • Asking for confirmation 	<ul style="list-style-type: none"> • Using negative contractions
Unit 5: I Hope You're Hungry!			
17	Could You Help Me Buy Produce?	<ul style="list-style-type: none"> • Buying items by weight • Resolving misunderstandings 	<ul style="list-style-type: none"> • Phrases for correcting misunderstandings
18	Would You Like an Appetizer?	<ul style="list-style-type: none"> • Restaurant vocabulary 	<ul style="list-style-type: none"> • Questions with <i>which</i> • <i>Have got to</i>

19	Try Our Brunch Specials.	<ul style="list-style-type: none"> • Breakfast and brunch foods • Expressing preferences 	<ul style="list-style-type: none"> • Phrases with <i>would</i> <i>rather</i>
Unit 6: The Great Outdoors			
20	It's 35 Degrees.	<ul style="list-style-type: none"> • Indoor and outdoor temperatures 	<ul style="list-style-type: none"> • Present perfect tense with <i>still</i> and <i>already</i>
21	Could You Do Me a Favor?	<ul style="list-style-type: none"> • Sports teams and events • Asking and responding to a request for a favor 	<ul style="list-style-type: none"> • Separable phrasal verbs
22	Do You Recycle?	<ul style="list-style-type: none"> • Recycling and caring for the environment • Showing interest in a topic 	<ul style="list-style-type: none"> • Present perfect progressive tense
Unit 7: Now We're in Business!			
23	What Kind of Job Do You Want?	<ul style="list-style-type: none"> • Factors in getting a job • Making suggestions 	<ul style="list-style-type: none"> • Agent nouns (words naming jobs or roles)
24	What Strengths Do You Have?	<ul style="list-style-type: none"> • Personal qualities in job interviews • Asking and answering questions 	<ul style="list-style-type: none"> • Present perfect progressive tense
25	I'm Thinking about Starting a Business.	<ul style="list-style-type: none"> • Steps in starting a business • Following steps in a plan 	<ul style="list-style-type: none"> • Past perfect tense
26	What Else Can I Do at the Bank?	<ul style="list-style-type: none"> • Banking services • Asking questions 	<ul style="list-style-type: none"> • Questions with <i>do</i>, <i>does</i>, and <i>did</i>
27	We Need to Make a Budget.	<ul style="list-style-type: none"> • Budgeting and saving money • Asking for and giving advice 	<ul style="list-style-type: none"> • Past perfect tense

Unit 8: Maintaining Your Car and Home			
28	My Car Is in the Shop.	<ul style="list-style-type: none"> • Car repairs • Asking questions 	<ul style="list-style-type: none"> • Separable phrasal verbs
29	We Aren't Satisfied at All.	<ul style="list-style-type: none"> • Home repairs • Requesting services on the phone 	<ul style="list-style-type: none"> • Inseparable phrasal verbs
30	Do Your Kids Do Chores?	<ul style="list-style-type: none"> • Chores in the home 	<ul style="list-style-type: none"> • Phrases with <i>make</i> and <i>do</i>
31	How Do I Make My Home Safe?	<ul style="list-style-type: none"> • Procedures for home safety • Persuasive language 	<ul style="list-style-type: none"> • Present perfect and past perfect tenses
Unit 9: From Here to There			
32	Could You Give Me a Landmark?	<ul style="list-style-type: none"> • Asking for and giving directions 	<ul style="list-style-type: none"> • Phrasal verb <i>to be used to</i>
33	Get Your Boarding Pass.	<ul style="list-style-type: none"> • Air travel • Giving advice 	<ul style="list-style-type: none"> • Modals <i>must, should, ought to</i>
34	How Was Your Stay?	<ul style="list-style-type: none"> • Staying in a hotel • Making compliments and complaints 	<ul style="list-style-type: none"> • Descriptive adjectives • Simple past tense vs. <i>used to</i>

Unit 1: Coming Together

Lesson 1: I Want to Make a Friend

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 making friends through social activities,
- use the third person singular -s ending in simple present verbs.

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

Greeting/Review: Start the lesson with a line-up game. Have students line up alphabetically by first name and then by country of origin. You may also add last name or heart language, or the month of the year in which they were born.

Open with prayer.

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

miserable (adj.)

lonely (adj.)

friendship (n.)

chat (v.)

connect (v.)

introduce (v.)

get together (phrasal verb)

hang out (phrasal verb)

be interested in (verb phrase)

make (made) a friend (verb phrase)

Optional idiom: break the ice (say something to start a conversation at a party or when people meet for the first time)

TEACHER TIP: *The past tense forms of each verb are listed in the index in the back of the student book. As you go over the vocabulary, look at those forms with your students.*

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

A: Are you okay?

B: I'm lonely. (miserable)

C: Did you connect with any of your neighbors?

D: Yes, I chatted with one of them. (hung out, got together)

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, are you okay? You look a little sad.

B: I'm lonely. We moved to our new neighborhood four months ago, and I still don't have friends here. I want to make a friend on our street.

A: I'm sorry to hear that. Did you connect with any of your neighbors?

B: Yes, I met my next-door neighbor, Antoine, on Saturday. Antoine introduced me to his wife, Esther. She seems really sweet and she's interested in gardening, like me. Maybe we can get together sometime and chat.

A: That sounds great! I know it's miserable when you don't have friends in your neighborhood. Friendship is so important. Do your kids have friends in the neighborhood?

B: Yes! They hang out with their new friends every day.

TEACHER TIPS:

- *Explain that saying someone seems “sweet” means that the person is kind and friendly, and that this word is most often used to refer to women or children.*
- *Note that when A says, “I’m sorry to hear that,” she isn’t apologizing or taking responsibility. “I’m sorry” here means, “I’m sad that you feel sad.”*

CPA2: Game – Flyswatter Game

Before class, prepare a board with the vocabulary words. Tape it to the wall or a board or magnetize the words to your whiteboard. Gather two flyswatters.

In class, divide students into two teams. Give one student on each team a flyswatter and have them smack the word as it is called out. The first student to hit the word earns a point for his/her team.

TEACHER TIP: *For a larger class, make multiple gameboards and have an assistant lead each group.*

CPA3: Board Game – Third Person -s Practice

Before class, print a copy of the gameboard from the N2N handouts for each group of 3-4 students. Print and cut up a copy of the game cards from the N2N handouts as well, one set for each group. Gather a die for each group and a game marker for each student.

In class, place students in groups. Write the following sentences on the board, making sure to write the verbs as they are written below:

- She hang out with Maria.
- He connect with Amir.
- Marley chat on the phone with Kara.
- Luka get together with Max on Tuesdays.

Ask students to read the sentences with their groups and identify the error in each sentence. Then, add the -s to the verbs in each sentence, asking students to read the corrected sentence aloud with you. Point out that only verbs that are in the simple present tense and are talking about one person or thing (he, she, it, a person’s name, etc.) will have this -s. Tell students that they will practice this in the game.

Write on the board: “Forget an -s? Move back!”

Demonstrate the game: Each student will take turns rolling the die and moving that number of spaces. S/he will then draw a card and make a sentence with the words on the card. If a student

forgets to include the -s, s/he will have to move backward the number of spaces that were rolled. If not, s/he can remain in the same place. The first person to reach the end of the board will win.

CPA4: Group Discussion – What Do You Do with Friends?

Before class, prepare four large posters and a few markers for each poster. Write one of the following sentence starters on each poster:

- When I hang out with my friends, we . . .
- My friends and I chat about . . .
- My friends and I are interested in . . .
- My friends and I get together . . .

Hang the posters around the classroom with markers near each one.

In class, place students in pairs. Demonstrate with your assistant walking around the room to each poster, reading the sentence starter, finishing the sentence, and writing your answer on the poster. (For example, “My friends and I are interested in cooking. My friends and I get together to play games. My friends and I chat about music. When I hang out with my friends, we laugh a lot.”)

Have pairs walk around the room, reading posters and answering the questions. Encourage each person to write a statement.

After students have written their statements on posters, have them return to their seats and then read each poster and all of the answers as a class. For each answer, have students say whether they agree or disagree with that answer for their own friendships.

TEACHER TIPS:

- *Some of your students may be missing friends who live far away. Be aware that this activity could bring up both positive and negative emotions.*
- *If your class is large, divide into small groups with a teacher in each group. Have students say whether they agree or disagree with the statements within their groups.*

CPA5: Interview – Facing Lines

Before class, write the following questions on a poster or a slide:

- What do you do when you’re feeling miserable?
- How do you make friends if you’re lonely?
- What is a friendship that is important to you?

In class, model the questions with another teacher or assistant. Reverse roles and model again, using different answers.

Place students in two lines facing one another. Have them ask and answer the questions of each other and then have one line 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.

TEACHER TIP: *For a small class, have students practice the questions in pairs and then change partners or join with another pair to practice the questions again.*

CPA6: Information Gap – What Do They Do?

Before class, print the N2N “Information Gap” handout and make enough copies (cut in half) so that half of the class receives Part A and the other half receives Part B. If you’d like, you can also get paper folders as dividers to place between students.

In class, demonstrate the Information Gap activity with your assistant. Hold up your papers to show that one of you is Partner A and the other is Partner B. Partner A will ask, “How does Jacob feel?” Partner B will answer, “He feels miserable.” Partner B should then ask a question that Partner A can answer.

Place students in pairs and give each partner either an A or B sheet. Demonstrate again the same first question and have students follow along on their sheets. **Important: Point out to students that they will have to transform the verb in the second column to third person singular (verb -s). Demonstrate again with the first question, emphasizing the change in the verb, while students follow along on their sheets.** Have partners ask each other the questions and record the answers. When students are done, go over the answers together, having students respond in complete sentences.

TEACHER TIPS:

- *Be sure to demonstrate how to use the pronouns in parentheses to create a complete sentence for answering the questions.*
- *It may be helpful to show the handout in a larger size as you demonstrate how to do this activity.*

CPA7: Problem Solving – What Would You Do?

Before class, print and cut up the N2N handout. There should be one paragraph for each group of three students. Make sure you have paper and pens for each group.

In class, divide students into groups of three. Demonstrate the activity: each group will be given a paragraph telling a story. They will read the paragraph together and then write three pieces of advice for that person. Once all groups have written their advice, they will share with the class.

CPA8: Textbook Exercise 1

In class: Say the correct vocabulary words to finish each sentence. Change the verb tense if needed.

For homework: Write the correct vocabulary words to finish each sentence. Change the verb tense if needed.

***TEACHER TIP:** Some of the vocabulary words in this lesson have similar meanings and could be interchangeable as answers.*

CPA9: Textbook Exercise 2

In class: Say the verb in parentheses in the correct form.

For homework: Write the verb in parentheses in the correct form.

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 and then read the story.

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

Closing: Place students in a circle (or multiple circles for a large class). Display the following questions on a slide or the board:

- How do you like to connect with your friends?
- Who can you introduce to your friends or neighbors?
- Where do you like to get together with friends or family?

Have students ask each other questions in a chain, so that Student A asks Student B Question 1, then Student B asks Student C Question 2, and so on.

***TEACHER TIP:** Since your students probably are not familiar with the indirect object for who (whom), use who in the second question.*

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

Close with prayer.