

Level 4 Teacher's Guide

Neighbor ^{TO} Neighbor

Uniting through English

Rachael Tsaneva, Writer

MNA
ESL

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Presbyterian Church in America

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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: The People Closest to My Heart			
1	What Kind of Friends Are You Looking for?	<ul style="list-style-type: none"> Describing friends Comparing and contrasting 	<ul style="list-style-type: none"> Negative adjective prefixes <i>un-</i>, <i>im-</i>, <i>in-</i> Simple past and present perfect tense comparison
2	He Seems Great So Far!	<ul style="list-style-type: none"> Describing people Turn-taking in conversation 	<ul style="list-style-type: none"> Verb <i>to seem</i>
3	My Family Relies on Each Other.	<ul style="list-style-type: none"> Family relationships Signaling interest in a conversation 	<ul style="list-style-type: none"> Present progressive and past progressive tense comparison
4	I Know about Raising Kids.	<ul style="list-style-type: none"> Raising children Signaling degrees of agreement and interest in a conversation 	<ul style="list-style-type: none"> Future perfect tense
5	Tell Us about Your Romance.	<ul style="list-style-type: none"> Romantic relationships Changing the subject 	<ul style="list-style-type: none"> Phrases with <i>think that</i> Separable and inseparable verbs
Unit 2: How We Spend Our Money			
6	It's a Good Investment.	<ul style="list-style-type: none"> Investments and financial decisions Deflecting personal 	<ul style="list-style-type: none"> Zero conditional (<i>if</i> + present tense verb, <i>then</i> + present tense verb)
7	We All Have to Pay Taxes.	<ul style="list-style-type: none"> Paying taxes Comparing and contrasting 	<ul style="list-style-type: none"> <i>Who</i> subordinate clauses
8	I Think Something's Wrong with the Heat Pump.	<ul style="list-style-type: none"> Home fixtures and repairs Making a professional phone call 	<ul style="list-style-type: none"> Verbs <i>hope</i> and <i>expect</i>

9	You'll Need to Read the Fine Print.	<ul style="list-style-type: none"> • Shopping and sales • Understanding sales and terms of purchases 	<ul style="list-style-type: none"> • <i>Wish</i> clauses in the present tense
10	It Looked Like a Bargain!	<ul style="list-style-type: none"> • Ordering and reviewing products • Creating and evaluating product reviews 	<ul style="list-style-type: none"> • <i>Wish</i> clauses in the past tense
Unit 3: I'm Getting Hungry.			
11	Store Brands Can Be Found on the Shelves.	<ul style="list-style-type: none"> • Grocery shopping • Making polite requests 	<ul style="list-style-type: none"> • Passive voice
12	I've Got the Check.	<ul style="list-style-type: none"> • Ordering in a restaurant • Correcting mistakes in an order 	<ul style="list-style-type: none"> • Using <i>anything</i>, <i>something</i>, and <i>everything</i>
13	Check the Expiration Date.	<ul style="list-style-type: none"> • Interpreting food labels and safety information 	<ul style="list-style-type: none"> • First conditional (<i>if</i> + present tense verb, <i>then</i> + future tense verb)
Unit 4: May I See Your Insurance Card, Please?			
14	Any Other Symptoms?	<ul style="list-style-type: none"> • Describing health symptoms and durations 	<ul style="list-style-type: none"> • Various tenses with <i>since</i>, <i>for</i>, and <i>ago</i>
15	She's Been Admitted to the Hospital.	<ul style="list-style-type: none"> • Describing health problems 	<ul style="list-style-type: none"> • Adjectives with <i>-ed</i>, <i>-y</i>, and <i>-ing</i> endings
16	I Have Some Questions about My EOB.	<ul style="list-style-type: none"> • Health insurance • Asking for the right party on the phone 	<ul style="list-style-type: none"> • Present perfect progressive tense

Unit 5: Unit 5: Let's Hit the Books!			
17	There's Even a Virtual School!	<ul style="list-style-type: none"> Types of education Comparing and contrasting 	<ul style="list-style-type: none"> Phrases with <i>take</i> and <i>have</i> Past perfect tense
18	The Transcript Looks Great.	<ul style="list-style-type: none"> College applications Types of college degrees 	<ul style="list-style-type: none"> Reported speech statements
19	I Decided to Get Certified.	<ul style="list-style-type: none"> Job training and certifications Phrases of obligation 	<ul style="list-style-type: none"> Second conditional (<i>if</i> + simple past, <i>would</i> + simple present)
Unit 6: I Got the Job!			
20	We'll Be in Touch Soon.	<ul style="list-style-type: none"> Resumes and cover letters Answering interview questions 	<ul style="list-style-type: none"> Past perfect progressive tense
21	Did You Speak Up to Your Supervisor?	<ul style="list-style-type: none"> Workplace expectations and policies Asking clarification questions 	<ul style="list-style-type: none"> Paraphrasing statements as questions
22	We Talked about Making Ethical Decisions.	<ul style="list-style-type: none"> Appropriate behavior in the workplace Formal and informal language 	<ul style="list-style-type: none"> Present perfect and past perfect tenses with <i>already</i> and <i>yet</i>
Unit 7: Think Before You Click.			
23	We're Facing a Mental Health Crisis.	<ul style="list-style-type: none"> Technology and mental health Emphasis and warnings with adverbs 	<ul style="list-style-type: none"> Reported speech statements
24	Hang Up the Phone Right Now!	<ul style="list-style-type: none"> Safety with personal information Making refusals 	<ul style="list-style-type: none"> Future progressive tense
25	You Can't Be Too Careful.	<ul style="list-style-type: none"> Critical reading to verify authenticity 	<ul style="list-style-type: none"> Tag questions with <i>to be</i> and modal verbs

Unit 8: Rights, Duties, Responsibilities, and the Law			
26	Voters Will Cast their Ballots.	<ul style="list-style-type: none"> Political campaigns and elections 	<ul style="list-style-type: none"> Tag questions <i>Much and many</i>
27	The County Provides Many Services.	<ul style="list-style-type: none"> Local governments Identifying main points in nonfiction texts 	<ul style="list-style-type: none"> Passive voice with modal verbs
28	It's Everyone's Duty to Obey the Law.	<ul style="list-style-type: none"> Duties, rights, and options for participation in U.S. society Strengths of obligation statements 	<ul style="list-style-type: none"> Modal verbs of obligation <i>should, have to, and must</i>
29	No One Is above the Law.	<ul style="list-style-type: none"> Legal proceedings Signals for ending a conversation 	<ul style="list-style-type: none"> Present perfect progressive and past perfect progressive tense comparison
Unit 9: This Land Is Our Land.			
30	The Colonies Decided to Break Free.	<ul style="list-style-type: none"> Early history of the U.S. Ordering events using timelines and transition words 	<ul style="list-style-type: none"> Simple past and past perfect tense comparison
31	We're Hoping to Travel across the Continent!	<ul style="list-style-type: none"> Regions of the U.S., moving, and traveling Verbal emphasis 	<ul style="list-style-type: none"> Questions with <i>which</i> and <i>what</i>
32	The Scenery Is Beautiful!	<ul style="list-style-type: none"> Points of interest in the U.S. Refusing invitations 	<ul style="list-style-type: none"> Verbs followed by gerunds or infinitives
33	They Want Everything Done ASAP!	<ul style="list-style-type: none"> Ideals of U.S. majority culture Degrees of directness in suggestions 	<ul style="list-style-type: none"> Third conditional (<i>if + past perfect verb, would have + past participle</i>)
34	We'll Have Fireworks, Parades, and a Feast.	<ul style="list-style-type: none"> Holidays Comparing and contrasting 	<ul style="list-style-type: none"> Perfect modals <i>could have, should have</i>

Unit 1: The People Closest to My Heart

Lesson 1: What Kind of Friends Are You Looking For?

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

- use descriptive adjectives to compare and contrast qualities of friends,
- create negative adjectives with *un-*, *im-*, and *in-*, and
- review simple past and present perfect tenses.

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. For a large class, have students line up alphabetically by first name, then by country of origin. For a small class, you may also have students line up by last name or heart language, or by 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.

enthusiastic (adj.)	lifelong (adj.)
reliable (adj.)	considerate (adj.)
patient (adj.)	sensitive (adj.)
mature (adj.)	connection (n.)
outgoing (adj.)	acquaintance (n.)
reserved (adj.)	

Idiom: to hit it off (to become friends immediately)

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

A: What kind of friends are you looking for?

B: I appreciate people who are mature. (enthusiastic, reliable, patient, outgoing, reserved, considerate, sensitive)

Pronunciation: Teacher will determine based on needs.

Devotion: Will be determined by the 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. Direct students to notice the teachers' inflection as they read. Then, either have students practice the dialogue in pairs or create their own role plays using the vocabulary.

A: How's your family doing since you moved to the new city? Have you made any new friends yet?

B: Well, I've met a few people, but I don't feel the same connection with them that I've felt with some of my lifelong friends. I know it takes time, though.

- A: That's right. I know it's hard to be patient, but I think it's rare to meet someone and just hit it off right away. What kind of friends are you looking for?
- B: Well, I definitely appreciate people who are considerate and sensitive to other people's needs and feelings. I also want to know that they are reliable and mature.
- A: Does it matter to you if your friends are outgoing?
- B: No, it doesn't matter. I enjoy my friends who are outgoing and enthusiastic, but I also have friends who are more reserved. I think both kinds of people are important.
- A: That's a good point. I hope you'll have more opportunities to spend time with your new acquaintances.

TEACHER TIP: Before acting out the dialogue, explain to students that you'd like them to listen for how your voices rise and fall as you speak. Give an example by reading the first sentence naturally, but a bit more slowly. You may want to move your hand up and down to demonstrate how your voice rises and falls. In every lesson with a dialogue in this book, encourage students to listen for this as you act out the dialogue.

CPA2: Partner Activity – Past Simple/Present Perfect Review

Before class, print a copy of the N2N handout for each pair of students and have writing paper available for them. Prepare a larger copy of the handout on a slide or printed out to use as an example.

In class, place students in pairs. Read and discuss Grammar Box A, explaining from the Box the differences between these two tenses of verbs.

Direct students to the Verb Tense and Parts of Speech Appendices in the back of their books for help with creating verb forms and finding past simple and past participle forms of verbs.

Give each pair a handout. Demonstrate the activity. You and your assistant will choose a word from each column to make either a past simple or present perfect sentence. Create a few sample sentences, such as these:

- I went to see my lifelong friend yesterday.
- I have felt a strong connection with my best friend for the last 20 years.

Have pairs work together to create their sentences and write them down. Remind students that they will need to change the simple present tense verbs on the handout to either simple past or present perfect, following the pattern in the Grammar Box. After they have finished, have each pair share their sentences with another pair.

TEACHER TIPS:

- *If you notice that students are struggling with differentiating these tenses, have pairs reread the dialogue, identifying each past simple and present perfect verb. Then go over their answers as a class.*
- *If you don't have enough time for pairs to write all of their sentences, have them just write one in each verb tense to share and then create their other sentences orally.*

CPA3: Activity – Adjectives at a Party

Before class, print the adjective N2N vocabulary cards, with enough copies so that every student can have one.

In class, give each student one vocabulary card and instruct them to look at their cards, but keep them secret. Demonstrate the activity with your assistant. Draw cards and read them, then introduce yourselves to each other while showing the characteristics on your cards. For example, if your card says *enthusiastic*, introduce yourself with over-the-top enthusiasm.

Have students stand up and find partners. The students must introduce themselves to their classmates while exhibiting the characteristics on their cards. After their introductions, each student must try to guess the other student's card. Then, students will again mingle to meet other students until every student has met every other student.

***TEACHER TIP:** For a small class, or for students with mobility problems, place students in partners and give each pair a set of the adjective cards. Have them each draw cards, introduce themselves to their partners while exhibiting the characteristics, try to guess their partner's characteristic, and then repeat with a new set of cards.*

CPA4: Partner Reading/Discussion – Culture Box

Before class, read the Culture Box and identify words that might be unknown to students, making sure that you can provide explanations for them.

In class, place students in pairs. Have pairs read the Culture Box aloud, circling any unknown words and at least one fact that was surprising or interesting to them. When pairs have finished, have them share their unknown words with the class. Help them understand the words'

meanings through other students' knowledge, clues from the text, your definition, or an ESL learners' dictionary definition. Answer any other questions students have about the content of the Culture Box.

Place each pair with another pair. Have them share their interesting facts and then discuss: How is this the same as in your culture? How is it different?

TEACHER TIP: For a larger class, divide the class into two groups, each led by a teacher or assistant, to discuss the unknown words.

CPA5: Game – Team (Negative) Vocabulary Guess

Before class, print the adjective N2N vocabulary cards (or reuse from CPA3).

In class, read and discuss Grammar Box B.

Divide students into two teams of three to five students. (If the class is larger than 10 students, consider creating two or more separate games, each with two teams.)

Demonstrate the game. Two students from one team will draw a card and act out the positive and negative versions of the word. (For example, for *patient*, one student will act out *patient* and the other, *impatient*.) The students **may** speak during the vocabulary skit but should not use either of the words. Then, ask the rest of the students' team to identify which vocabulary word matched the skit. They may whisper together to discuss what answer they would like to give. If they correctly identify the words (including the correct negated form) within two guesses, give them one point. If not, give the other team one chance to guess and steal the point. The team with the most points at the end wins the game.

TEACHER TIP: For a small class, have one student act out both words, one after the other.

CPA6: Partner Discussion – Venn Compare and Contrast

Before class, create large Venn diagrams (two overlapping circles) on large paper and gather a marker for each pair of students. Prepare an extra one on paper or the board to demonstrate.

In class, use the extra Venn diagram to demonstrate the activity to students. Label the diagram as shown below:

Write your name above one circle and your assistant's name above another circle. Go through each of the adjective vocabulary words and determine whether it applies to each person's

personality. If it does, write it in the “Both” section; if not, write it under the individual’s name or do not write it at all, depending on whether one or neither person has that characteristic.

Place students in same-gender pairs. Have pairs write each item from the list in their correct locations. Allow pairs to write any other personality traits they’d like to include as well.

Once all pairs have finished, allow volunteers to share their diagrams with the class.

TEACHER TIP: *This activity has students describing themselves to help them get to know each other. However, if students are shy about sharing about themselves, allow them to describe a person close to them.*

CPA7: Problem Solving – Making Friends

Before class, print and cut up the problem-solving scenarios from the N2N handouts so that every group of three students receives one. Provide paper for each group to make notes.

In class, place students in groups of three. Read the sample problem-solving scenario. As a class, discuss the question and brainstorm possible solutions. Then, model how to give an oral summary of the scenario (not reading word-for-word, but just giving some main points of the paragraph) and sharing a few solutions.

Give each group a scenario and a piece of paper. Have them read it together and then come up with at least four suggestions, writing them on their papers.

Have each group stand up, give a summary of their scenario, and share their suggestions.

CPA8: Textbook Exercise 1

In class: Take turns answering the questions aloud with a partner.

For homework: Write your answers to the questions.

CPA9: Textbook Exercise 2

In class: Say the correct vocabulary words to finish each sentence. Some words may need a negative form added (*un-*, *im-*, or *in-*).

For homework: Write the correct vocabulary words to finish each sentence. Some words may need a negative form added (*un-*, *im-*, or *in-*).

CPA10: Textbook Exercise 3

In class: Read each sentence aloud with the correct verb form.

For homework: Circle the correct verb form and then read each sentence out loud.

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

Closing: Have students stand in a circle. Ask “What kind of friends are you looking for?” and have the student to the right of you answer, “I appreciate people who are _____,” filling in the blank with one of the vocabulary words. Then, have that student ask the question to the person to his/her right, who will then answer. Continue until all students have asked and answered the question.

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

Close with prayer.