la This activity introduces the key vocabulary.

*Focus attention on the pictures. Ask different students to name the places shown in the pictures.* They will probably not include words such as old, new, busy, quiet, big, small, dirty, and clean in their statements.

*Point to and name all the places in the pictures again without the describing words and have students repeat.*

*Now point to each half of each picture and ask about the difference between the halves. For example, you might say; This is a park. Is it a clean park or a dirty park?* Clarify(澄清) the meaning of the words clean and dirty by pointing out details in the pictures.

*Point out the pairs of words or phrases*. Say each one and ask students to repeat,

*Then ask students to match each word or phrase on the list with one of the pictures*. Point out the sampl answer.

Check the answers.

1 b This activity provides guided oral practice using the target language.

*Call attention to the conversation in the picture.* Ask a pair of students to read it aloud. Then ask several different students the same question. Ask them to tell the truth.

*Point out the list of phrases in 1a.* Ask students to work in pairs They take turns asking each other questions about the things on this list. Ask them to tell each other the truth.

*As students work together, move around the room checking on their progress.*

*Ask several students to present some questions and answers to the class.*

2a This activity gives students practice listening to and understanding the target language.

*Point out the list of places in la. Say die name of each one to the class.*

*Say, Now I will play a recording of a conversation.Listen carefully and circle the words in 1a that tell about Michael's street.*

*Play the recording the first time. Students only listen.*

*Play the recording a second time. This time ask students to listen and circle the places they hear.*

Correct the answers.

2b This activity gives students practice listening to and understanding the target language.

Call attention to the street map in the box.

*Say, Now I will play the conversation again. Listen to if and draw the places in Michael's neighborhood on the street map.*

*Play the recording.* Students only listen.

*Demonstrate the activity by saying. What are the three places on the tape? (a hotel, a supermarket, Michael's house). Answer any questions students may have.*

*Play the recording again.* Students draw maps of Michael's neighborhood.

Move around the room, offering assistance(提供协助) if needed.

Have some students show their completed drawings to the class.

2c This activity provides guided oral practice using the target language.

*Say, Now let's work in pairs. The first person makes some statements about the picture in 2b. The seconds person says "true" if the statement is true and "false if the statement is false. The second person also changes each false statement into a true one.*

*Call attention to the conversation in the picture in 2c.* Ask a pair of students to read it aloud.

*Demonstrate(示范) the activity with a student*. Have the student close the book. Then say one true thing and one false thing about the picture. Guide the student to answer "true" for the true statement and to say "false" for the false statement and change it into a true one.

*Ask students to practice in pairs and to take both roles*. Move around the room helping students get started| and answering any questions they may havc.

*Ask several pairs of students to present some statements and responses(回答) to the class.* Ask students to correct any mistakes they hear.

3a This activity provides reading practice using the target language.

*Ask a student to read the paragraph to the class or read it yourself.*

*Answer any questions students may have*.

*Read the Instructions（指示） aloud*. Point out the sample of the circled description word (busy), and make sure students understand what they have to do.

Correct the answers.

3b This activity provides guided reading and writing practice using the target language.

*Point out the guide and the blank spaces in it.* Read it aloud saying blank each time you come to a blank line.

*Say, Now please write one word in each blank space in the guide. Look at the picture/or the answers.*Point out the sample answer in the blank.

Correct the answers.

3c This activity provides guided writing practice using the target language.

Ask students to work on their own. Point out the description in 3b and say. Now write about your own neighborhood. Use sentences like these.

4 This activity provides open-ended oral practice using the target language.

*Call attention to what the person In the picture is saying.* Ask a student to read the statement to the class.

*Say,Now you can talk with your partner about your own neighborhood. Tell about the streets and buildings. Your partner will draw a picture of the neighborhood*

*Demonstrate the activity with a student. Have him or her make some statements and draw on the board what you hear.* For example, you might draw a small supermarket across from a post office.

*As students work, move around the room offering assistance and answering questions.*

*Ask some students to share(参与) the completed drawings and to make some statements to accompany(陪伴) them.*

Self check

1 This activity provides a comprehensive review of all key vocabulary presented in this unit.

*Ask students to check all the words they know.* You may wish to have them circle any words that they don't know.

*Ask students to find out the meanings of any words they don't know.* They can do this by reviewing the unit.asking you, asking their classmates or using a learner's dictionary or bilingual dictionary.

2 This activity helps build vocabulary by providing a specific time and place for students to record new words.

Ask students to enter five new words in their Vocab-builder on page 108.

*After students have recorded their new words, ask them to share their lists with other students.* This can be done with the whole class or informally, in pairs or small groups.

3 This activity provides reading practice focusing on the gmmmatical structures used to ask and say where things are.

*Ask students to read the letter and draw the route on the map.* Answer any questions students may have.

Check the answers. (You may want to draw a simple copy of the map on the board, and then have one student come and draw the route on it.)