

全新版大学进阶英语

2

NEW PROGRESSIVE COLLEGE ENGLISH  
**INSPIRE**

# 视听说教程

主编 / 朱晓映

Nancy Douglas

Pamela Hartmann

教师用书

大学进阶英语

NEW PROGRESSIVE COLLEGE ENGLISH  
INSPIRE

视听说教程 2

教师用书

主 编 朱晓映  
Nancy Douglas  
Pamela Hartmann  
编 者 胡 婧  
李 征  
Andrew Boon

## 图书在版编目 (CIP) 数据

视听说教程 2 教师用书/朱晓映, (美) 南希·道格拉斯 (Nancy Douglas),  
(美) 帕米拉·哈特曼 (Pamela Hartmann) 等主编.  
—上海: 上海外语教育出版社, 2017  
(全新版大学进阶英语)  
ISBN 978-7-5446-4621-5

I. ①视… II. ①朱… ②南… ③帕… III. ①英语—听说教学—高等学校—教学参考资料  
IV. ①H319.9

中国版本图书馆CIP数据核字 (2017) 第002677号

图字: 09-2015-1078

Copyright © 2014, 2015 by National Geographic Learning, a Cengage company.

Original edition published by Cengage Learning. All Rights reserved.

本书原版由圣智学习出版公司出版。版权所有, 盗印必究。

Shanghai Foreign Language Education Press is authorized by Cengage Learning to publish and distribute exclusively this adaptation edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong SAR, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书改编版由圣智学习出版公司授权上海外语教育出版社独家出版发行。此版本仅限在中华人民共和国境内 (不包括中国香港、澳门特别行政区及中国台湾) 销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可, 不得以任何方式复制或发行本书的任何部分。

“National Geographic”, “National Geographic Society” and the Yellow Border Design are registered trademarks of the National Geographic Society® Marcas Registradas.

Cengage Learning Asia Pte. Ltd.

151 Lorong Chuan, #02-08 New Tech Park, Singapore 556741

本书封面贴有 Cengage Learning 防伪标签, 无标签者不得销售。

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 陶 怡

印 刷: 浙江省临安市曙光印务有限公司

开 本: 850×1168 1/16 印张 13 字数 305千字

版 次: 2017年4月第1版 2017年4月第1次印刷

印 数: 2 100 册

书 号: ISBN 978-7-5446-4621-5 / H · 2102

定 价: 40.00 元

本版图书如有印装质量问题, 可向本社调换

## 编委名单

(按姓氏拼音顺序)

曹 进

陈 桦

陈向京

邓联健

段 峰

段满福

贺继宗

洪 岗

黄国文

季佩英

金 艳

李常磊

李荫华

李勇忠

刘建达

刘照惠

卢海燕

马 福

任 勤

尚 新

孙倚娜

屠国元

汪火焰

王守仁

魏长青

文 旭

夏国佐

严 明

杨俊峰

叶 萍

战 菊

张 森

张思洁

张文霞

周 震

朱晓映

庄智象

# 前言

## 一、指导思想

“全新版大学进阶英语”参考教育部制定的《大学英语教学指南》(以下简称《指南》)编写,以实现《指南》中提出的大学英语“基础目标”之英语听力理解能力和口头表达能力的教学要求,以期充分满足我国高校非英语专业学生的英语听说学习需求。

《视听说教程》一方面继承了“全新版大学英语系列教材”在教学理念、教学内容、教材质量等方面的优良传统,充分把握外语听说能力培养的循序渐进原则,并且重视听说策略合理使用的训练。另一方面,教材又进一步体现了全球化时代外语教育需兼备工具性与人文性的理念,聚焦学生英语应用能力的培养目标,注重“学用结合”,旨在有效满足大学生英语听说能力发展的现实需求与未来需求,逐步发展学生的自主学习能力,增强跨文化交际意识和交际能力,提高综合文化素养。

## 二、教材特点

教师用书共四册,每册8个单元。每个单元一般建议6至8个课时。教案始终体现“以教师为主导、以学生为主体”的教学理念,每个单元都提供了明确的教学思路和详细的教学指导,还包括所有练习的参考答案(Answer Key)、听力原文(Script)、“语言讲解”(Language Note)、“文化知识”(Content Note)、“练习支持”(Support)、“学习挑战”(Challenge)等,为教师有效实施教学方法、提高听说教学效果提供了多维度的指导和支持。

《视听说教程》教师用书的编写充分彰显了以下四方面的教学理念和特色:

### (一) 培养全球化视野

教材中的视听素材来源于世界著名的美国国家地理学会,内容覆盖全球,辅

以大量生动而令人震撼的图片,营造了全球化氛围。教材高度强调基于内容的听说教学法,通过丰富的话题和内容引导,帮助学生使用英语进行具有真实意义的交流,实现思想的碰撞。教师用书指导老师在听说教学的过程中,引导学生从全球化的视角深度认识世界、尊重和包容各国文化;培养学生批判性思维能力和创新能力,引导学生更全面地认识中国和世界所面临的挑战,探讨全球化时代解决问题的新思路和新方法,提高跨文化交际敏感性和跨文化交际能力。

## (二) 重视交际教学法的运用

教师用书始终遵循交际教学法原则,十分细致地指导教师有效运用交际教学法,以期提高学生在语法、社会语言、语篇、交际策略四个维度的交际能力。教师在教学过程中运用真实的语料,通过角色扮演、访谈、调查、信息交流、同伴对话、小组讨论、团队项目等多种活动,鼓励、促进、帮助学生将英语学习和真实交流结合起来,将个人的亲身经历融入课堂内外的真实交际中。

教师用书还非常重视将课堂教学拓展到课堂之外,培养学生的自主学习能力。拓展活动(Extension Activities)强调学以致用,激励学生打破教室的藩篱,将课堂所学活学活用于课堂之外的真实世界。拓展项目(Project)引导学生使用互联网、手机、电脑等通信设备和技术,在课外开展项目形式的活动,并将学生完成项目的情况作为评价学生学习成果的手段之一。“学习挑战”(Challenge)鼓励学有余力的学生在教师指导下进行深度性的学习,完成更富有挑战性的学习任务。

## (三) 强化视频和互联网的作用

教师用书十分重视发挥英语视频在听说教学中的独特作用。较之传统的纸质和音频语料,视频语料具有多种优势:视频提供了以英语为母语者的自然语境,具有听觉和视觉的双重提示功能,易于激发学生的学习兴趣、延长学生的注意力、提

高学生的学习动机。教师用书在课前和课中的Before You Watch、While You Watch、After You Watch部分都分别为教师提供了详细的教学方案和教学步骤。

教师用书配有TOP教学课件 (Teaching Operation Planner), 可从新理念外语备课中心(tc.newp.cn)下载; 教师还可以通过中国外语教学网(www.fltchina.cn)获取更多的教学资源。整个体系特别强调互联网技术在听说教学中的运用, 促进教师实践互联网+混合式教学模式; 引导学生围绕听说交流的话题, 通过互联网寻找拓展性信息和资源, 利用搜索引擎收集更多的信息和资料。建议学生使用配套的互联网、移动技术学习资源, 如图片搜索引擎Google Images、Bing Images、Yahoo Image search等, 地图搜索引擎Google Maps、Bing Maps、Maps of World、National Geographic Map等, 进一步发展自主学习能力。

#### (四) 促进教师专业发展

教师用书强调了外语教师的专业发展应该扎根于教学的理念。编者希望外语教师不但能够在教学中激励学生, 同样也能激励教师自己可持续发展。教师用书提倡教师们探索教师合作发展路径, 教师相互倾听、交流, 分享成功的教学经验与教学方法, 不断反思教学、发现问题、解决问题、改进教学。此外, 编者提倡教师们构建教师专业发展共同体、积极参加同领域的教师工作坊, 争取获得更多与同行进行交流的机会。教师们可以使用社交网站与同行进行交流、激发教学灵感, 并通过外教社网络教学平台, 与全国使用同样教材的教师们互相切磋与交流。

教师用书为教学提供了一种参考, 编者同时也建议教师们应该根据自己实际的教学情况, 灵活使用教案, 真正实现因材施教。

《视听说教程》教师用书第一、二册由朱晓映担任主编, 第三、四册由孙倚娜担任主编。李征、胡婧参与第一册和第二册的编写, 李纳、金琳、钟铃、方伟琴参与第三册和第四册的编写。

由于编者水平与经验有限, 书中难免有不足之处, 欢迎读者批评指正。

编者

<b>1</b>	<b>Education</b>	<b>1</b>
<b>2</b>	<b>Water</b>	<b>22</b>
	The Big Picture 1	41
	Review 1	45
<b>3</b>	<b>Food</b>	<b>48</b>
<b>4</b>	<b>Festivals</b>	<b>67</b>
	The Big Picture 2	87
	Review 2	91
<b>5</b>	<b>Cities</b>	<b>93</b>
<b>6</b>	<b>Jobs</b>	<b>114</b>
	The Big Picture 3	133
	Review 3	137
<b>7</b>	<b>Music</b>	<b>140</b>
<b>8</b>	<b>Journeys</b>	<b>160</b>
	The Big Picture 4	180
	Review 4	184
	Practice Test One	186
	Practice Test Two	192





# Education

## PART I WARM UP

Have students open their books to page 1. Elicit the title of the unit, *Education*. Have the class brainstorm a quick list of words that come to mind when they think of education. See **Language Note** for some ideas. Tell students that they will be focusing on different stories about *education* for this unit.

Ask students to look over the picture and comment on what is happening. Have students identify that a female student is taking a test. Ask them to say what things they see in the picture that are familiar to them (for example, *pencil, paper, test, desk*). Then elicit comments on what is interesting about the scene for them. If necessary, show or have a volunteer show the location of Dubai on a map. See **Content Note** for more about education in Dubai.

Go over the questions as a class. Then have students work in pairs to discuss answers. Have pairs share their answers to each question with the class.

### Answer these questions with a partner.

1. How many different schools have you been to?

*Answers will vary.*

2. What is (or was) your favorite school subject?

*Answers will vary. See **Language Note** for a list of school subjects.*

3. What do you want to learn in the future?

*Answers will vary.*

### CONTENT NOTE

Both primary and secondary schools are required by law and are free in Dubai for both girls and boys. Usually, one institution has both a primary and secondary school, so students do not change location or classmates when they graduate from primary school. Children start primary school from age 5. The school year starts in September. Many students ride a bus to school. About half of the population goes to a private school. Students are taught in Arabic. They study English as a foreign language.

## LANGUAGE NOTE

Some general vocabulary related to the topic of education: *school, teacher, student, classroom, study, learn, discuss, language, science, mathematics, English, reading, writing, physical education / PE / gym class, clubs, sports teams, friends, classmates, principal, coach, pre-school / nursery, kindergarten, primary school / elementary school, middle school / junior high school, high school / secondary school, college, university, graduate school / post-graduate, etc.*

## EXTENSION ACTIVITIES

**In Pairs:** Share the information about education in Dubai from **Content Note** with students. Write the main points on the board or have students take notes. Ask them to compare education in Dubai with education in their home country. Tell them to discuss the differences and similarities with their partners.

**In Groups:** Divide the class into four groups. Assign each a category related to education: *Items, People, Studying, Extracurricular*. Ask them to make a list of as many words as they can relate to that category. Write each category on the board. Give each group a hint: tell the *Items* group to look around the classroom and think about what they use to learn; tell the *People* group to think about everyone who works at or goes to the school; tell the *Studying* group to think about what and how they learn; and tell the *Extracurricular* group to think about things that students do at school outside of the classroom. Give groups time to brainstorm. Then have groups share their lists with the class. Ask students to spell difficult word for their classmates. Or write all words on the board. Tell students to keep a vocabulary notebook with useful words for the unit. See **Language Note**.

## PART II LISTENING AND SPEAKING

### Lesson A

## THE POWER OF LEARNING

### LISTENING

Elicit the meanings of the new words and expressions. Have students read them aloud.

#### New Words and Expressions

**elementary** /,elɪ'mentəri/ *adj.* Elementary things are simple, easy and basic. 基础的, 初级的

**future** /'fju:tʃə/ *n.* The period of time following the immediate present. 将来, 未来

**Kenya** /'kenjə/ 肯尼亚

**lawyer** /'lɔ:jə/ *n.* 律师

**return** /rɪ'tɜ:n/ *v.* When you return to a place, you go back to it. 回来, 回到

Before students open their books, write on the board: *61 million children*.

Tell students that the number is a statistic about education. Elicit guesses about the statistic. Then have students open their books to page 2. Have them look over the picture and read the caption on page 2. Elicit the correct answer (*61 million children in the world don't go to school*). Have a quick class discussion about whether the statistic surprises them or not, and why.

### A. Listening for gist.

Tell students that they are going to listen to an audio about Kenya. Point out Kenya on a map of the world. Play the audio. Have students complete the answers to the following questions. Ask students to work in pairs and share their answers.

#### Listen to the recording and complete the answers to the following questions.

1. What is the recording about?

The recording is mainly about girls' education in Kenya.

2. What did Kakenya Ntaiya do for girls in her village?

She started a school.

### SCRIPT

#### Track 1-1

In Kenya today, eighty-three percent of all girls go to elementary school. But in poor areas, only one in five girls goes to school.

Forty-eight percent of Kenya's girls go to high school. In poor areas only about eleven percent do. Why is this? First, many families do not have money for school. Also, some girls leave school. They get married as teenagers — some at age fourteen or fifteen.

Kakenya Ntaiya is from a small village in Kenya. She is the oldest of eight children. As a child, her family was very poor. She had to work on the family farm, but she still went to school. She was a very good student.

In Kakenya's village, many girls leave school and they get married as teenagers. Kakenya's family wanted this, too. But Kakenya loved school and she didn't want to leave. So she talked to her father. Luckily, he let her stay in school.

In time, Kakenya finished high school. Then she went to college in the United States. Later, she returned to her village and she started a school for girls. Today, the school has over one hundred students. In the future, Kakenya's students will be teachers, doctors, and lawyers. Their lives will be different.

### B. Listening for details.

#### 1.

Tell students that they are going to listen to some statistics about education in Kenya. Have students look over the chart before playing the audio. Elicit or explain the meaning of *poor area*. Play the audio, if necessary, play the audio again.

Have students check their answers to exercise 1 in pairs. Then ask them to discuss what education for girls is like in their regions. Explain that even if they don't know the statistical data, they can share general information. Ask them to think about the differences between boys and girls in school, if there are any. Tell them to share their opinions about why there are differences.

Ask for volunteers to share what they discussed. Encourage students to share and compare situations in different places, and they can compare education for girls in urban and rural areas, or in wealthy and poor areas.

**Listen for numbers. Read the information. Then listen to the recording and write the numbers.**

Number of girls in school: Kenya

Elementary school (ages 6–13)

- 83 % of all girls go
- Only 1 in 5 girls in poor areas goes

High school (ages 14–18)

- Only 48 % of all girls go; in poor areas only 11 % go
- Families don't have money
- Girls leave school and get married at age 14 or 15

**SCRIPT**

*Track 1–2*

In Kenya today, eighty-three percent of all girls go to elementary school. But in poor areas, only one in five girls goes to school.

Forty-eight percent of Kenya's girls go to high school. In poor areas only about eleven percent do. Why is this? First, many families do not have money for school. Also, some girls leave school. They get married as teenagers — some at age fourteen or fifteen.

**2.**

Tell students that they are going to hear another story about education in Kenya. Have students look at the pictures and read the captions on page 3 before listening. Have students check their answers to exercise 2 in pairs.

**Listen for more details. Read these statements about Kakenya Ntaiya, a Kenyan woman. Then listen to the recording and put her story in order from 1 to 4.**

- 3 a. She went to college in the U.S.
- 4 b. She returned to her village and started a school.
- 2 c. She talked to her father.
- 1 d. Her family wanted her to get married.

© 2012 Pearson Education, Inc. All rights reserved. This material is intended for use only with the Pearson Education, Inc. English as a Second Language (ESL) Student Book.

ESL Student Book, Level 1, Unit 1, Lesson 2, Page 3

ESL Student Book, Level 1, Unit 1, Lesson 2, Page 3

ESL Student Book, Level 1, Unit 1, Lesson 2, Page 3

ESL Student Book, Level 1, Unit 1, Lesson 2, Page 3

ESL Student Book, Level 1, Unit 1, Lesson 2, Page 3

ESL Student Book, Level 1, Unit 1, Lesson 2, Page 3

ESL Student Book, Level 1, Unit 1, Lesson 2, Page 3

## SCRIPT

### Track 1–3

Kakenya Ntaiya is from a small village in Kenya. She is the oldest of eight children. As a child, her family was very poor. She had to work on the family farm, but she still went to school. She was a very good student.

In Kakenya's village, many girls leave school and they get married as teenagers. Kakenya's family wanted this, too. But Kakenya loved school and she didn't want to leave. So she talked to her father. Luckily, he let her stay in school.

In time, Kakenya finished high school. Then she went to college in the United States. Later, she returned to her village and she started a school for girls. Today, the school has over one hundred students. In the future, Kakenya's students will be teachers, doctors, and lawyers. Their lives will be different.

### C. Discuss with a partner.

Ask students to discuss how going to school changed Kakenya Ntaiya's life and the lives of others. Tell them to think about how her life would have been different if she had not been able to finish high school.

Have a short class discussion about the topic. Ask students to comment on how school changed Kakenya's life and also changed the lives of many girls in her hometown in Kenya.

### Going to school changed Kakenya's life. How? In your country, do most girls go to college?

She finished high school. Then she studied in the U.S. Later . . .

## CONVERSATION

Tell students that they are going to listen to a conversation between two classmates about a summer school program. Ask them to read along with the conversation in the book as they listen. Play the audio.

Point out that Speaker B's role is as a listener in this conversation. Explain that Speaker B is actively listening by using one-word questions and comments to encourage Speaker A to talk more about the summer program. Elicit the words that Speaker B uses to encourage Speaker A (*Really?*; *Interesting.*). Elicit other words that a listener can use to help encourage a speaker to continue. See **Language Note**.

Write on the board:

A: *I'm going to \_\_\_\_\_ this summer.*

B: *Really? On vacation?*

A: *No, to take \_\_\_\_\_ class. In it, students learn \_\_\_\_\_.*

B: *Interesting.*

A: *Yeah, and you can also \_\_\_\_\_.*

B: *That sounds great.*

Practice pronunciation. Read each sentence aloud from the textbook and have students repeat. Or play the audio again, pausing after each sentence so students can repeat.

Tell pairs that it's time to talk about their own summer study plans. Explain that they should pretend that they are going to a summer school program somewhere in the world. Encourage them to use their imaginations. Ask them to think about where they would want to go and what they would want to study, and then to pretend that they are planning to do it.

Ask volunteers to share their conversations with the class.

**Listen to the conversation. Practice with a partner using the words on the right. Then use your imagination or talk about real overseas study programs.**

Track 1–4

A: I'm going to London this summer.

New York City  
Brazil  
Rome

B: Really? On vacation?

A: No, to take a business class. In it, students learn  
to give presentations and write in English.

a fashion design / about fashion history  
an earth science / about climate change  
an Italian / to speak and read Italian

B: Interesting.

A: Yeah, and you can also do an internship at a company.

go to fashion shows  
visit the Amazon  
stay with a local family

B: That sounds great.

**LANGUAGE NOTE**

Students often get very focused on speaking during conversation activities. Point out that being a good listener offers an important chance for learning too. Explain that an active listener shows a speaker that they are engaged in a conversation by asking simple questions or making short comments that encourage the speaker to continue. Point out that the questions do not ask for specific information. Some examples of these are: *You are? You did? Wow. That's interesting.* Say that listeners also often nod their heads or keep eye contact to show the speaker that they are paying attention. Explain that these words and body gestures are a typical way to show someone you are listening to them in an English-language conversation.

**EXTENSION ACTIVITIES**

**On Your Own / At Home:** Have students do more research about girls and education in their countries. Ask them to find out how many girls attend elementary school and high school in their country, as well as any other interesting statistics. Have students present the statistics they found to a partner or to the class.

**In Pairs:** Ask students to find out about another person working to reform education in their home country. Tell them to make a poster about the person or the organization. Then have an Education Reform conversation in the classroom. Hang posters around the class and have each pair teach the class about their person or organization and what they're doing. Ask other students to choose one group to give a pretend donation to. After they hear about each individual or organization, have them write the name of one person on a piece of paper. Collect the papers and announce which group will get a pretend donation from the class.

## Lesson B

# PHOTO CAMP

On the board, write *Photo Camp*. Tell students that they are going to listen to a passage about Photo Camp. Elicit guesses of what happens at Photo Camp. Have students work in pairs. Tell them to think about what they would want to learn if they went to Photo Camp.

### SUPPORT

Give students a hint. Tell them that the teachers at Photo Camp are National Geographic photographers.

## LISTENING 1

### A. New words.

Have students work in pairs and learn the following new words by doing the exercise.

**Study the words in the box and choose the right word for each blank.**

camp   photographer   national   geographic   nature   capital

1. In a summer camp, you can take part in various activities.
2. A photographer is someone who takes photographs, especially as part of their job.
3. All the animals, plants and other parts of the natural world make up nature.
4. A country's national anthem is its official song and it is often played on public occasions.
5. The geography of a place is the way that its physical features are arranged within it. Something geographic involves geography.
6. The capital of a country is the most important city or town of the country where the central government operates.

## B. Pre-listening questions.

Ask students which predictions they made about Photo Camp were correct and which were not.

**Ask your partner the following questions and have a discussion.**

1. Do you like to take photos?
2. Are you a good photographer?
3. What do you think students learn at a photo camp?

## C. Listening comprehension.

### Exercise 1: Listening for gist.

Tell students that they are going to listen to a passage. Ask students to read the following question. Play the audio. Have students write down the answer to the question.

**Listen to the recording and answer the question below.**

What is the recording mainly about?

*Photo Camp.*

### Exercise 2: Listening for details.

Ask students to work in pairs and share their answers. And then play the audio again for students to get some detailed information. Have them fill in the missing words according to the audio.

Have students work in pairs. Tell them to ask each other questions. Explain that they should take turns asking and answering questions.

### 1. Listen to the recording again and then fill in each blank with the word(s) you hear.

Photo Camp is a four-day class.

Young adults learn to take photos and tell stories with their cameras.

Their teachers are National Geographic photographers.

Students go out and take lots of pictures in the afternoon.

They learn to choose the best ones.

### 2. Listen to the recording once more and fill in the blanks with the missing words.

In some Photo Camp classes, students learn about problems in their area.

For example, in the Caribbean country of Barbados, students learned about water problems. Then they took photos and wrote about it.

### 3. Take turns asking and answering the following questions with a partner and have a discussion.

What do students learn at Photo Camp?

*They learn about how to take beautiful pictures, when to take black and white photos, and how to pick the best ones. They also learn about problems in their area, and about culture and language.*



What do students do on a typical day at Photo Camp?

*They have class in the morning and take photos in the afternoon.*

What are two of the places that Photo Camps have visited?

*Doha and Barbados*

What did students do in each of these places?

*In Barbados, students learned about water problems, then wrote about it. In Doha, the capital of Qatar, they learned about Qatar's culture and language.*

## ■ SCRIPT

Track 1–5

Photo Camp.

Anyone can take a photo. But can you use a camera to tell a story, too?

What is it?

Photo Camp is a four-day class. Young adults learn to take photos and tell stories with their cameras. Their teachers are National Geographic photographers.

What happens?

Students have class in the morning. They learn things like this: How can you take a beautiful photo of a person or something in nature? When is it good to take a black and white photo? In the afternoon, they go out and take lots of pictures. Then they learn to choose the best ones.

In some Photo Camp classes, students learn about problems in their area. For example, in the Caribbean country of Barbados, students learned about water problems. Then they took photos and wrote about it.

Photo Camps also bring people together. In one camp, students from Brazil visited Doha (Qatar's capital) for ten days. Together, the students traveled around Qatar. They learned about Qatar's culture and language. And they took some great pictures.

## D. Work in a small group.

Ask students to find out more about classes and camps that they can attend near them. Have them work alone to research a class. If possible, let them search online for classes. Tell them to get information about what the class is, where it is, and any details about what students do or learn in the class.

Divide the class into small groups. Explain that each student will tell their group about the class that they researched. Tell students to look over the example conversation in the book. Point out that it is a very casual conversation. Make sure that students understand that it is not a formal presentation, but is instead a casual exchange of information.

After each student has shared information about a class, have the group vote on which class they want to join.

## ■ CHALLENGE

Have each group introduce the class or camp they chose to the class. Tell the students