

全新版新世纪走遍美国

会话练习 1

Pam Tiberia
Janet Battiste
Michael Berman
Linda Butler

CONNECT
WITH ENGLISH



北京大学出版社
PEKING UNIVERSITY PRESS

Connect
with **English**

全新版新世纪走遍美国

会话练习 1

Pam Tiberia
Michael Berman

Janet Battiste
Linda Butler



北京大学出版社
PEKING UNIVERSITY PRESS

北京市版权局著作权合同登记号 图字 01-2008-1457

图书在版编目(CIP)数据

全新版新世纪走遍美国. 会话练习 1/Pam Tiberia 等编著. —北京: 北京大学出版社, 2008. 11
ISBN 978-7-301-14377-3

I. 全… II. P… III. 英语—听说教学—教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2008)第 164905 号

Pam Tiberia Janet Battiste Michael Berman Linda Butler

Connect with English, Conversation Book 1

ISBN: 0-07-292764-X

Copyright © 1998 by the WGBH Educational Foundation and the Corporation for Public Broadcasting. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the publisher.

All rights reserved. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong, Macao SARs and Taiwan.

此书只限在中华人民共和国境内(不包括中国香港、澳门特别行政区及台湾地区)销售。未经出版者预先书面许可,不得以任何方式复制或抄袭本书的任何部分。

本书封面贴有 McGraw-Hill 公司防伪标签,无标签者不得销售。

书 名: 全新版新世纪走遍美国·会话练习 1

著作责任者: Pam Tiberia 等编著

责任编辑: 刘 爽

标准书号: ISBN 978-7-301-14377-3/H·2086

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://www.pup.cn>

电子信箱: zbing@pup.pku.edu.cn

电 话: 邮购部 62752015 发行部 62750672 编辑部 62755217 出版部 62754962

印 刷 者: 北京宏伟双华印刷有限公司

经 销 者: 新华书店

889 毫米×1194 毫米 16 开本 6 印张 150 千字

2008 年 11 月第 1 版 2008 年 11 月第 1 次印刷

定 价: 98.00 元(包括视频理解、会话练习、学习指导及光盘)

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究

举报电话: (010)62752024 电子信箱: fd@pup.pku.edu.cn

To the Teacher

The primary goal of each *Conversation Book* is to help students develop oral communication skills using the themes found in **Connect with English** as a springboard for classroom discussion. This introduction and the following Visual Tour provide important information on how each *Conversation Book* and the corresponding video episodes can be successfully combined to teach English as a second or foreign language.

LANGUAGE SKILLS:

Each *Conversation Book* has 12 chapters which contain a variety of pair, group, team, and whole-class activities that are based on important issues and ideas from the corresponding video episodes.

The activity types vary with each chapter but generally include an assortment of role-plays, discussions, opinion surveys, games, interviews, and questionnaires. In each chapter, a special two-page section is devoted to longer games, information gaps, and songs from the **Connect with English** soundtrack. Students also have the opportunity to work on special project pages found in appendices in the back of the book. These projects provide students with the opportunity to explore key themes outside of the classroom.

THEMATIC ORGANIZATION:

Events and issues that are familiar and important to all ESL/EFL learners have been purposely included in the **Connect with English** story. These topics were carefully chosen for their relevant cultural content, and they provide a rich context for the communicative activities found in the *Conversation Books*. As students watch the video story and become familiar with the events and characters, the *Conversation Books* provide a framework within which students can freely discuss the ideas presented in each episode. Throughout *Conversation Books 1-4*, students are given the opportunity to explore such varied themes as the following:

- Pursuing Your Dream
- Making Future Plans
- Looking for a Job
- Making New Friends
- Money vs. Love
- Having Fun
- Apologizing
- Making a Difficult Decision
- Gossip
- Divorce and Remarriage
- Regrets
- Anger
- Making Compromises
- Spending Money
- Adulthood
- Best Friends
- Managing Priorities
- Parenting
- Helping Others
- The Death of a Loved One
- Dedication
- Moving
- Holidays
- Life Lessons

PROFICIENCY LEVEL:

The activities found in each *Conversation Book* are designed for use with high-beginning to intermediate students. Special icons are used to identify the difficulty level of each activity in the book. These icons help teachers tailor the activities for the needs of students at different levels of language proficiency.



Arrows pointing up indicate that the difficulty of an activity can be increased.



Arrows pointing down indicate that an activity can be simplified.



Arrows pointing in both directions indicate that the difficulty level of the activity can be either increased or simplified.

Detailed teaching suggestions on modifying each activity are found in the accompanying Instructor's Manual.

OPTIONS FOR USE:

The *Conversation Books* are specifically designed for classroom use. While it is assumed that students have watched the corresponding video episode at least once before attempting the activities in the book, it is not necessary to have classroom access to a TV or VCR. Teachers may choose to show the video during class time, or they can assign students to watch the video episodes prior to class, either in a library, language lab, or at home. Class time can then be used for completion of the activities found in the *Conversation Book*.

Each *Conversation Book* can be used as the sole text in any course that emphasizes oral communication skills. Teachers also have the option of combining the *Conversation Books* with other corresponding texts in the *Connect with English* print package:

- *Video Comprehension Books 1-4* contain a variety of comprehension activities that enhance and solidify students' understanding of main events in the video story.
- *Grammar Guides 1-4* provide multilevel practice in grammar structures and vocabulary items derived from the *Connect with English* video episodes.
- *Connections Reader Series* (16 titles) offer students graded reading practice based on the *Connect with English* story.
- *Video Scripts 1-4* include the exact dialogue from each of the video episodes and can be used in a variety of ways in conjunction with any of the other texts in the *Connect with English* program.

For additional information on these and other materials in the *Connect with English* program, please refer to the inside back cover of this book.

A VISUAL TOUR OF THIS TEXT

This visual tour is designed to introduce the key features of *Conversation Book 1*. The primary focus of each *Conversation Book* is to help students develop oral communication skills within the context of the *Connect with English* story. *Conversation Book 1* corresponds to episodes 1–12 of *Connect with English*, and it presents an assortment of activities dealing with various aspects of communication, including explaining, questioning, interviewing, reporting, paraphrasing, describing, stating feelings/opinions, and more.

Themes drawn directly from the video episodes are listed at the start of each chapter. In Episode 7, activities are based on the themes of Surprises, Presents, and Good Luck/Bad Luck. A two-page game is devoted to Rebecca's trip across the U.S., and an optional project offers students an opportunity to become more familiar with the United States.

A regular feature of the *Conversation Books*, *Ways to Say It* activities introduce students to several common expressions used in daily conversation. Special effort has been made to include high-frequency, natural language which reflects the language used in the video episodes and in everyday speech in the United States and Canada.

Leaving Home

EPISODE 7

THEMES

- Surprises
- Presents
- Good Luck / Bad Luck

GAME

- A Trip Across the U.S. with Rebecca

OPTIONAL PROJECT

- Discovering the United States (Appendix 7)

THEME Surprises

1 PARTNER WAYS TO SAY IT

partner's name _____



In this episode, Rebecca was surprised when her father gave her a car. Here are some ways that people show they are surprised in English:

- | | | | |
|-------------------------------|-----------------------------|---------------------------|------------------|
| You're kidding (joking). | Really? Wow! That's great! | I'm speechless. | What a surprise! |
| You must be kidding (joking). | I can't (don't) believe it! | I don't know what to say! | Get out of here! |

Work with a partner. Look at the situations below. Take turns. One person chooses a situation. The other person chooses an expression to show surprise. Then, make up your own situations.

EXAMPLE Student A: get in, 40 cent in English test

Student B: Really? That's great!

Situations

- I won the lottery.
- My best friend is getting married.
- My brother (sister, friend, and so on) is coming to visit.
- Your situation: _____

Expressions

What About you?

- Have you ever been surprised?
- If so, what was the surprise?
- Do you prefer to give or get surprises?

EPISODE 7 PAGE 1

THEME Presents

2 PARTNER DISCUSSION



Look at the presents in the picture. Circle five presents you like, and write them below. Ask your partner this question: *What presents do you like?* Write your partner's answers.

Presents you like

- _____
- _____
- _____
- _____
- _____

Presents your partner likes

- _____
- _____
- _____
- _____
- _____

EPISODE 7 PAGE 2

Multilevel Activities

Special icons are used to show the difficulty level of each activity in the book. These icons are designed to help teachers tailor the activities for the needs of a multilevel group of students. An arrow pointing up indicates that the difficulty of an activity can be increased, while an arrow pointing down indicates that an activity can be simplified for lower-level students. Arrows pointing in both directions indicate that the activity can be adjusted in either direction. Detailed teaching suggestions for how to change the level of each activity in *Conversation Book 1* are included in the accompanying Instructor's Manual.

Activity bars identify the start of each numbered activity and indicate whether the activity is designed for pairs, groups, teams, or whole-class participation. Descriptors such as **Discussion**, **Interview**, or **Role-Play** alert teachers to the type of activity that follows.

Variety of Activity Types

Each chapter contains a variety of activity types that feature different student combinations and communicative objectives. For example, Activity 3 on this page features teams competing in a timed categorizing game, while Activity 4 asks partners to perform a role-play involving the purchase of a gift.

3 TEAM GAME Team #1 team number

A. Look at the picture in Activity 2. Write the name of each present in the correct category below.
 B. Add one more present for each category.
 C. Make up a new category with five presents. The team with the most correct answers wins.

Jewelry	Clothing	Things with wheels
1. bracelet	1. sneakers	1. bicycle
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____

Entertainment	Other category
1. cassette	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

4 PARTNER ROLE-PLAY partner's name

Do this role-play with your partner. One of you will pretend to shop for three people. The other person will pretend to be a salesperson at the store. The salesperson will tell the shopper what to buy. If you are the shopper, describe the people you are buying presents for to the salesperson. What do they like? If you are the salesperson, describe the items in your store. Why would someone want to buy them?

People on your shopping list	Presents your partner suggests
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

An extensive art program consisting of colorful illustrations and photo stills from each episode creates a visually stimulating environment as the basis for many communicative activities.

Activities such as group discussions and opinion surveys invite students to share personal experiences and opinions as they relate to the themes from the video story. In Activity 5, students compare ideas about symbols of good and bad luck.

Conversation Book 1 often features a logical progression of activities. For example, a group survey on superstition in Activity 6 is followed by an analysis of the data in Activity 7. This organization reinforces important concepts and vocabulary and provides an additional opportunity to discuss various issues evolving from each theme.

THEME Good Luck/Bad Luck

5 GROUP DISCUSSION group number

In the United States and Canada, a four-leaf clover is a sign of good luck. A broken mirror is a sign of bad luck. Divide into groups. Write the names of three signs of good luck and three signs of bad luck in your country. Discuss your answers with your group.

Good luck	Bad luck
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Most unusual answer: _____

6 GROUP OPINION SURVEY group number

In the United States, people who believe in good or bad luck are called **superstitious**. Divide into groups. Find out how many people in your group are superstitious. Ask this question: *Are you superstitious?*

Name	Sex	When is your birthday?	Are you superstitious?	
	(M/F)	January -April	May -August September -December	Very A little Not at all
1. _____				
2. _____				
3. _____				
4. _____				
5. _____				
6. _____				

7 PARTNER DISCUSSION partner's name

Look at the opinion survey in Activity 6. Compare surveys with a partner from a different group. Answer these questions.

- Who are more superstitious, men or women?
 Number of superstitious men: _____ Number of superstitious women: _____
- Which birthday months have the most superstitious people?
- Which birthday months have the fewest superstitious people?

Spaces that allow students to indicate partner name, group number, and team number make it easier for students and teachers to keep track of student collaborations. Group and team numbers are also useful when different groups are asked to compare and contrast survey or discussion results with one another.

Each episode contains an extended theme which is covered in a longer, two-page activity. These themes are developed into games, information gaps, or activities based on songs from the **Connect with English** soundtrack.

Step-by-step explanations and clear, concise examples provide necessary structure and format as students prepare and create game cards. Game instructions are presented in an organized fashion that takes students through each step of play.

8 TEM GAME

Get Ready to Play

Step One

Divide into four teams. Each team writes 20 questions and answers about the story so far. Work with your team to write five questions and answers for each of the categories below. Use your own paper.

	Who?	What?	Where?	Why?
1. 3.03M11	What's the quality of (B)usiness?	What is the impact of (B)usiness, (B)usiness (B)usiness?	What is the impact of (B)usiness, (B)usiness (B)usiness?	What is the impact of (B)usiness, (B)usiness (B)usiness?
	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.

Step Two

After your teacher checks your team's questions and answers, copy the questions on separate pieces of paper (or index cards). Write the questions and your team's number on the front. Write the answers on the back.

Step Three

Cut out the die and the other game pieces on Appendix 13. Each team should pick one car and one game marker.

FRONT

Team 1
who plays
the guitar?

Rebecca

BACK

Play the Game

- Each team puts its square marker on the gameboard at GO and its car in the state of Massachusetts.
- One player from each team arranges the question cards in four piles—who, what, where, and why. This player will ask the questions for the team seated across from him or her.
- Decide who goes first. Roll the die. The team with the highest number starts, and play continues to the right.
- The first team rolls the die, and moves its marker the number of spaces indicated (if a 2 is rolled, the marker is moved two spaces, and so on).
- If a team lands on a question space (who, what, where, or why), that team's member must answer the question from that card pile to move on.
- If the team's answer is correct, the team member is allowed to move the car one state closer to California. He/she gets to roll the die again, and take another turn. If the team's answer is incorrect, that team loses its turn. Play continues to the right with the next team.
- If the team lands on a DETOUR space, the team member must move the car to the state that is indicated and lose a turn. On the next turn, he/she will start from that state on his/her way to California.
- The first team to get its car to California wins.

EPISODE 7 PAGE 5

[illegible]

Each book contains colorful game boards that are removable, making them easy for students to use on a desk or tabletop. Game pieces and markers for students to cut out and use are found in Appendix 13 at the back of the book.



1 **2** **3** **4**

Cut out die. Fold here and tape together.

Project Page

Optional project pages correspond to each episode and are found in appendices located at the back of the book. Project pages contain research-oriented activities or community surveys and polls based on important themes from each episode. These projects reinforce the communicative nature of the *Conversation Books* and invite students to expand their learning and conversation to areas beyond the classroom environment.

On this project page, students discover different regions of the United States. As they gather information, students are often asked to synthesize their findings with those of their classmates in order to gain a complete understanding of the theme. Many times, students will be asked to make a class presentation, which serves the dual purpose of solidifying their own knowledge of the material and successfully communicating it to their classmates.

EPISODE 7

PROJECT Discovering the United States

1

GROUP

RESEARCH

group number

A. Divide into groups. Each group chooses a different region of the U.S. and writes the names of the states in their region on the map below.

B. The whole class will make one large map on a poster board. One person from each group will write the names of the states from their region on the class map.

2

GROUP

STATE RESEARCH

group number

Work in your group from Activity 1. Choose one state in your region. Complete the information below about your state. You can use your school library, a dictionary, an almanac, an encyclopedia, the Internet, and so on. Present your information to the class.

Our state _____

Population _____

Largest cities _____

Tourist attractions _____

Other interesting information _____

What About You?

1. Who is your favorite celebrity from the U.S.?

2. What state is that person from?

3. Why is your celebrity famous?

4. What do you like about that person?

APPENDIX 7 EPISODE 7 PROJECT

What About You? activities provide open-ended questions that encourage students to express their personal feelings, opinions, and reactions to the events and characters in the story. These activities create a springboard for more sophisticated discussions among students who are at higher levels of oral proficiency. **What About You?** activities can also be used as optional writing assignments.

Table of Contents

TO THE TEACHER v

A VISUAL TOUR OF THIS TEXT vii

	THEMES	TWO-PAGE ACTIVITY	OPTIONAL PROJECT
EPISODE 1 <i>REBECCA'S DREAM</i>	<ul style="list-style-type: none"> • Favorite Songs • Pursuing Your Dreams • Male/Female Relationships 	SONG: TRAVELING LIGHT	Choosing a College (Appendix 1)
EPISODE 2 <i>DIFFERENCES</i>	<ul style="list-style-type: none"> • Making a Shopping List • Taking Care of Someone • Friendship 	INFORMATION GAP: SAVING MONEY	Working in a Factory (Appendix 2)
EPISODE 3 <i>A VISIT TO THE DOCTOR</i>	<ul style="list-style-type: none"> • Going to the Doctor • Career Choices • Barbecues 	GAME: WHAT'S YOUR JOB?	Holidays (Appendix 3)
EPISODE 4 <i>CELEBRATIONS</i>	<ul style="list-style-type: none"> • Expressing Congratulations • Graduation from High School • Getting Accepted 	INFORMATION GAP: DIFFERENT TYPES OF FAMILIES	Being Proud (Appendix 4)
EPISODE 5 <i>BREAKING THE NEWS</i>	<ul style="list-style-type: none"> • Buying a Used Car • A Shopping Mall • Formal and Informal Clothes 	GAME: A PARENT'S APPROVAL	Shopping for Clothes (Appendix 5)
EPISODE 6 <i>SAYING GOODBYE</i>	<ul style="list-style-type: none"> • Saying Goodbye to Friends • Music Lessons • Junk Food 	INFORMATION GAP: BASEBALL	The Boston Red Sox (Appendix 6)

EPISODE 7
LEAVING HOME

- Surprises
- Presents
- Good Luck/Bad Luck

GAME:
A TRIP ACROSS THE U.S.
WITH REBECCA

Discovering the
United States
(Appendix 7)

EPISODE 8
THE STRANGER

- Talking to Strangers
- Being Afraid
- Car Trouble

SONG:
WHERE'S MY BABY?

The Desert
(Appendix 8)

EPISODE 9
THE MOTEL

- Being Polite
- Helping Someone
- Answering Machines

INFORMATION GAP:
DATING

Staying in a Motel
(Appendix 9)

EPISODE 10
NEGOTIATIONS

- Good and Bad Dreams
- Bargaining
- Selling Your Car

GAME:
CAR REPAIRS

Native Americans
(Appendix 10)

EPISODE 11
**PHOTOS AND
FAREWELLS**

- Taking Photos
- Taking a Bus Trip
- Speeding

INFORMATION GAP:
IMMIGRANTS IN THE U.S.

Nature and Natural
Beauty
(Appendix 11)

EPISODE 12
A NEW HOME

- Living in a Boarding House
- Cultural Differences
- Growing Old

INFORMATION GAP:
PAYING BILLS

Retirement Homes
(Appendix 12)

APPENDICES 1-12
APPENDIX 13**OPTIONAL PROJECT PAGES, EPISODES 1-12**
MANIPULATIVES

Rebecca's Dream

EPISODE **1**

THEMES

- Favorite Songs
- Pursuing Your Dreams
- Male / Female Relationships

SONG

- Traveling Light

OPTIONAL PROJECT

- Choosing a College (Appendix 1)

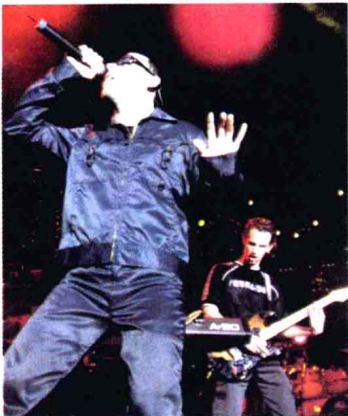
THEME Favorite Songs

1

GROUP

SURVEY

group number



Pop _____



Rock _____



Jazz _____

Step One

Look at the pictures. What's your favorite type of music? Circle your favorite.

Step Two

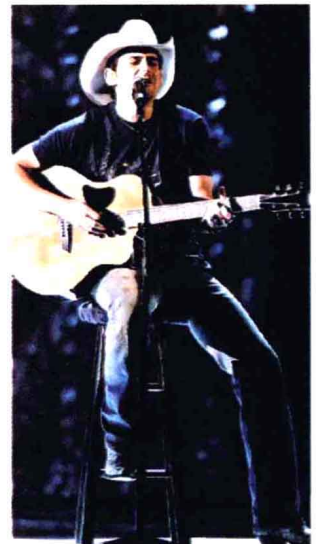
Divide into groups. Talk about music with your group.



Rap _____



Classical _____



Country _____

- A. Vote on your favorite type of music. Write the number of votes for each type of music in the small lines under the pictures.
- B. Add up the votes. What's your group's favorite type of music? What type of music does your group like the least?
- C. Compare your answers with those of another group. Do both groups like and dislike the same types of music?

2

PARTNER

DISCUSSION

partner's name

Think about your two favorite songs. Who sings (or plays) these songs? What type of music are the songs (pop, rock, jazz, and so on)? Why do you like these songs?

- Fill in Chart A with your answers. Then, tell your partner about your favorite songs.
- Your partner will tell you about his/her favorite songs. Write what your partner tells you in Chart B.
- Do you and your partner both like the same type(s) of music? _____
Are any of your favorite songs (or singers or musicians) the same? _____

CHART A: YOUR FAVORITE SONGS

Name of song	Singer or musician	Type of music	Why you like it
1.			
2.			

CHART B: YOUR PARTNER'S FAVORITE SONGS

Name of song	Singer or musician	Type of music	Why your partner likes it
1.			
2.			

THEME Pursuing Your Dreams

3

GROUP

DISCUSSION

group number

In this episode, Rebecca tells Kevin about her dream of going to music school.

- What is *your* dream? Draw a picture of your dream on a separate piece of paper. Do not write your name on it.
- Fold the paper. Everyone in your group will put his/her paper in a pile.
- Pick a drawing (not your own) from the pile. Try to guess the person's dream from the drawing. If you can't guess the dream, the person who drew the picture will tell you what it is.
- Vote on the most interesting dream.

_____ (name) has the most interesting dream.



How important are your dreams? Think about your dream from Activity 3.
What would you do to make your dream come true? What wouldn't you do?

A. Write your answers in the chart below.

B. Interview your partner. Ask these questions:

- *What is your dream?*
- *What would you do to make your dream come true?*
- *What wouldn't you do?*

C. Write your partner's answers in the chart. Did any of your partner's answers surprise you?

	YOUR DREAM		YOUR PARTNER'S DREAM	
	Things you would do	Things you wouldn't do	Things your partner would do	Things your partner wouldn't do
EXAMPLE	go to school	ask someone for money	work two jobs	quit school

THEME Male/Female Relationships

In this episode, Rebecca and Matt talk about their relationship. They each want different things. Sometimes people want different things in a relationship.

Interview three women and three men. Write the women's answers in Chart A and the men's answers in Chart B. Ask each person this question: *What two things are most important in a relationship?*

CHART A: WOMEN'S ANSWERS

Name	Most important things in a relationship	
1.	1.	2.
2.	1.	2.
3.	1.	2.

CHART B: MEN'S ANSWERS

Name	Most important things in a relationship	
1.	1.	2.
2.	1.	2.
3.	1.	2.

Work with a partner. Compare the women's and men's answers from your chart in Activity 5. Combine your survey answers in the picture below.

- Which answers did *both men and women* give? Write these in the *middle* part of the picture.
- Which answers did *only women* give? Write these answers in the *left* part of the picture.
- Which answers did *only men* give? Write these in the *right* part of the picture.

When you finish, join another pair and compare your pictures. How are they similar? How are they different?

Women's answers

Men's and women's answers

Men's answers

SONG **Traveling Light**

7

GROUP

SONG

group number

In this episode, Rebecca sings a song about her dream. The name of the song is *Traveling Light*. To **travel light** is an idiom. It means to travel without many things, or to take only the things you really need.

Rebecca wrote the song *Traveling Light*. The words that she wrote are called **lyrics**. Look at Rebecca's song below. Many of the words, or lyrics, are missing. Work with your group to fill in the correct words in the empty spaces.

- Divide into small groups. Read the lyrics to Rebecca's song.
If you remember any of the missing words, fill them in.
- Try to guess what the other missing words are.
Write your guesses in the spaces, or at the end of the line.
- For the remaining words, read the clues in the box.
Fill in the words so that the lyrics are complete.
- When you are finished, look at the song lyrics on page 6 to check your answers.

Traveling Light

I've got my _____ (1) _____, and I've got my hat.

I've got my reason to ride.

I've got my _____ (2) _____, but they're

_____ (3) _____ behind.

I'm traveling light.

I've got my _____ (4) _____, and I've got my

_____ (5) _____.

I've got my reason to ride.

I've got some dreams, I'm going to hold on tight.

I'm _____ (6) _____ light.

Outside the _____ (7) _____ are slipping by,
each with its own little light.

Inside the _____ (8) _____ are dreaming,
just like the dreams I have _____ (9) _____.

CLUES

- a piece of paper which shows you have paid for a trip
- events and things you remember
- a long way
- a large bag or box to carry clothing
- something warm to wear over your clothing
- going somewhere
- places where people live
- human beings
- this evening

SONG **Traveling Light**

7

GROUP

SONG

group number

Here are the lyrics to Rebecca's song, *Traveling Light*. Check your answers on page 5.

Traveling Light

Verse 1

I've got my ticket, and I've got my hat.
I've got my reason to ride.
I've got my memories, but they're far behind.
I'm traveling light.

Verse 2

I've got my suitcase, and I've got my coat.
I've got my reason to ride.
I've got some dreams, I'm going to hold on tight.
I'm traveling light.

Verse 3

Outside the houses are slipping by,
each with its own little light.
Inside the people are dreaming,
just like the dreams I have tonight.

8

PARTNER

WRITING A SONG

partner's name

A. Work with a partner. Write one more verse for the song, *Traveling Light*.

Think about these questions:

■ *Where do you think the person in the song is going?*

■ *What is he/she going to do there?*

Use Verses 1 and 2 of the song as examples to help you write. Notice that the last line of each verse ends with the sentence: *I'm traveling light*. Use your imagination. Have fun!

B. When you finish, practice singing your verse together. Then sing or say it for the class.

C. Vote on the best verse. The pair with the most votes wins.

Your verse to *Traveling Light*