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Reading lesson plan

The U.S.A.
A symbol of power and independence
THE U.S.A

- Reading lesson
- Intermediate level – 15 – year – old students

Resources
1- “All Illustrated History of the USA”, Brian O’ Callaghan, Longman
2- Blueprint Intermediate, Longman

General Aims
- to give insights into the creation of the U.S.A.
- to expand students knowledge about the U.S.A.
- to develop intensive reading skills
- to develop students writing skills: a description of the building

Time: 45 minutes

Assumptions
-the students are familiar with some aspects connected with the history of the U.S.A.

Anticipated problems
-the students may have problems with some words presented in the reading activity

Solutions
-as a source of information and spelling the students will get dictionaries, so that they can easily check all the words they need.
READING

Text 1.

The Statue of Liberty – a symbol of independence.

The students are in the U.S.A. The teacher tells them that strong wish for independence is one characteristic of the U.S.A. The students are given the text “The Statue of Liberty” Appendix 1 and work on it. The picture of the of Statue is presented to the students before reading (appendix 3).

Aims: -to practise intensive reading skills
    -to practise reading comprehension: extracting specific information
    -to consolidate ability to answer questions in the past passive form
    -to strenhthen the historical facts connected with obtaining independence by American Colonies.

Time: 22 minutes

Interaction pattern: T→ SS
               S→ SS
PRE- READING

The teacher asks students:

1- What do you know about New York City?
2- Where is it situated? What are some of its sights?

The students give their answers aloud.

WHILE – READING

The first reading

The students fill in the gaps about the Statue of Liberty and the text will help them in it.

*The Statue of Liberty is....................high. the seven oceans and sean of the world are represented by the.................. ......................
A glass lift carries the statue visitors to the.............................. .
From that point there are 171 steps to a ......................... ...................... .
The second reading

Activity 1

Making questions with the given cues.

Interaction pattern: T→ SS
                        S→ S

1- The students use the cues to make questions about the Statue of Liberty.
   - Why/ the Statue of Liberty/ give to/ the people of the USA?
   - What/ it/ built for?
   - Where/ the Statue of Liberty/ designed?
   - What/ the statue/ make of?
   - How/ it/ take/ across the Atlantic?

The questions are written down and read aloud in the class.

2- Scanning for specific information.

The students work in pairs when asking and answering the questions written in the previous exercise. Then they write the questions down on the blackboard.

The students answer detailed questions on the basis of “The Statue of Liberty”.
1. Why was the Statue of Liberty given to the people of the U.S.A?
2. Where was the Statue of Liberty designed?
3. What was it built for?
4. What was the statue made of?
5. How was it taken across the Atlantic?

The students give their answers to the whole class.
TEXT 2
THE EMPIRE STATE BUILDING – a symbol of power.

The teacher tells the students that power is characteristically a very distinctive feature of the U.S.A., and it is equally important as independence. The students are given the text “The Empire State Building” Appendix 3 as well as they are shown a photo of it.

Assumptions: students should be pre-taught new words by a translation technique – borough, district, instantly, power, flooding, prevent.

The first reading
The students read the text themselves, then they answer detailed questions:
1- How many boroughs make up New York City?
2- Where exactly is the Empire State Building situated in Manhattan?
3- When was it built?
4- What happens to the building at night?
5- What happened in 1962?

The second reading
The students correct the statements.
1- New York State Building is situated at the mouth of the Mississippi River – No, New York is situated at the mouth of Hudson River.
2- In the downtown district of Manhattan the buildings small and old – fashioned.
3- The Empire State Building is the tallest building in New York.
4- The Empire State Building was built in 1941.
5- It has never been cleaned.
6- The building is shaped like a tall rectangle.

The answers to the second exercise are prepared in pairs. The answers are given aloud. During the second reading correct statements are also written down in students notebook.
AFTER – READING

Aims:
- to consolidate vocabulary connected with type of building
- to develop students writing skills: a description of the building
- to consolidate organisational writing skills

Time: 12 minutes
Interaction pattern: T → S
                                   S → T

Procedure:

Activity 1.
The students are asked to sort different words which describe types of buildings.

Types of buildings

Sort the following into order of:

Height
a) block of flats
b) skyscraper
c) house
d) bungalow

Size
a) detached house
b) cottage
c) palace
d) hut

Privacy
a) semi – detached house
b) terraced house
c) detached house
d) one – bedroom flat
Activity 2

Writing

The students write a description of a famous building, monument or landmark in their country.
The students were taught how to describe e.g. a building, so there is no necessity to follow all the stages of writing.

A- Write a description of a famous building monument or landmark in your country.

PARAGRAPH 1
Say what the building is and where it is situated. Say when it was built and who it was designed by.

PARAGRAPH 2
Describe the building and any distinctive features.

PARAGRAPH 3
Give any other information about the building which makes it famous.

EXAMPLE
A very famous building in ....................... is ....................... situated in ....................... .
It was built in ................ and was designed by the famous architect ....................... .
One of its min attractions is ....................... . It is/us here that ................. .

A- The students answer the questions:
1 – Have you ever been to the top of a high building? Did you feel faint or giddy?
2 – Does any building or monument in your country fascinate you?
3 – Can you name a place or building which is a symbol of your country?
HOMEWORK

Aims: - to consolidate organisational writing skills

Time: 5 minutes

The students were taught about organisational standards of the text.
Their homework task is to divide the given extract into paragraphs and punctuate it.

“Independence Day”
america’s greatest holiday independence day takes place on the 4th of july on this day americans celebrate the day in 1776 when american colonies declared themselves free from britsh rule preparations begin about a week before the actual day and banners are raised all over the town as everyone waits anxiously for the big parade on the day of the event spectators line the streets the thumping sound of drums can be heard as the marching band comes along first followed by the boy scouts and girl scouts who march waving american flags police officers firefighters and local officials stride past while the crowd cheers enthusiastically.
Appendix 1

The text for lead-in on the basis of “An Illustrated History of the U.S.A.”, Brian O'Callaghan, Longman.

“CREATION OF THE UNITED STATES OF AMERICA”

At daybreak on the morning of Friday, August 3 1492, An Italian adventurer named Christopher Columbus set sail from Spain to find a new way from Europe to Asia. In October, he landed on the beach of a sandy island. Columbus named the island San Salvador. He called friendly, brown – skinned people Indians.

In fact, Columbus reached a new continent, which was soon named America.

This continent was a land of promise for many Englishmen. They created there colonies, which were ruled by Britain. Until 1760s most Americans seemed quite content with having such a government. But after introducing some taxes on Americans the colonists raised against Britain.

On July 2, 1776, the Continental Congress finally cut all Political ties with Britain and declared that “these United colonies are, and of right ought to be free and independent states”. The Declaration of Independence written by Thomas Jefferson, named them the United States of America.
“THE STATUE OF LIBERTY”

The statue of Liberty is one of famous landmarks in the world.
The enormous statue is 93 meters high and stands in New York harbour.
For the millions of immigrants to the USA who saw it as
They sailed into New York for the first time, it became a symbol of liberty.

The story of the statue.

- The Statue of Liberty was built for the hundredth anniversary of Americans independence from Britain.
- It was given to the American people by the French as a token of friendship.
- It was designed by French sculptor, Frederic Auguste Bartholdi, and took fifteen years to build. Money for it was raised through lotteries and dinner parties.
- The statue was made from 32.5 tonnes of copper.
- It was constructed in sections in Paris. Then it was put into 210 boxes and was taken across the Atlantic by ship. In New York harbour the sections were assembled on a huge pedestal.
- Today visitors to the statue are carried by a glass lift to the top of the pedestal where they can see the inner structure of the statue above them. From that point there are steps to a viewing gallery in the crown.
- The seven spikes of the statues crown represent the seven oceans and seas of the world.
Appendix 3

During the second the teacher also points out that the World Trade Centre was destroyed on 11\textsuperscript{th} September 2001 by terrorists. The teacher reminds the death of thousands of Americans in that attack.

“The Empire State Building”
Blueprint Intermediate.

NEW YORK CITY is situated at the mouth on the Hudson River on the East coast of the USA. It is made up of five boroughs with a combined population of over 17 million people. The heart of New York City is the island Manhattan, where, in the Midtown and Downtown districts, the building ‘scrape the sky’. One of these skyscrapers is the Empire State Building on Fifth Avenue, between 33\textsuperscript{rd} and 34\textsuperscript{th} Street. Like the Statue of Liberty and Brooklyn Bridge, it is instantly recognised as symbol of New York – a symbol which captures the power, energy and excitement of one of the world’s most – loved and most – hated cities.

When the 102 – storey structure was built in 1931, it was the tallest building in the world. From the top, on a clear day, you can see over 50 – mile radius. Its towering height and distinctive Art. Deco style made the Empire state Building an instant success with the public.

Its record as the world’s tallest building has since been beaten – the World Trade Centre in New York and Sears Tower in Chicago are both taller – but the Empire State Building remains uniquely fascinating. At night is floodlit with coloured lights. Some people love the lights but others complain that their favourite New York building has been turned into the biggest Christmas tree in the world!
EMIRE STATE FACTS:
*The Empire State is ‘stepped’ above a certain height, rather like a pyramid, to prevent it from blocking light and air from the neighbouring area.
*There are 6,500 windows nearly seven miles of elevator shaft and enough floor space to shelter a town of 80,000 people.
*The building was first cleaned in 1962. It took thirty people six months to complete the job. They were all experienced at high altitudes, including one who was a former paratrooper.
*In the famous film “King Kong”, the giant gorilla, King Kong, has his final battle from the top of the Empire State.