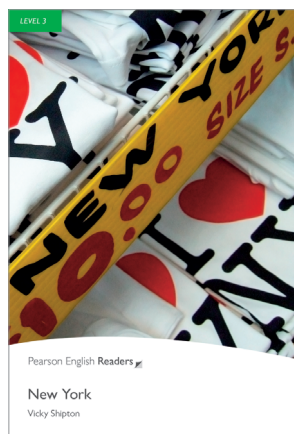


New York

Vicky Shipton



Summary

In *New York* Vicky Shipton offers a huge amount of information about one of the most exciting cities in the world. The reader is divided into 21 parts, many of them on single or double pages, so all the facts and stories are presented clearly. By concentrating on broad areas of interest Vicky Shipton highlights history, geography and entertainment in the city, while telling us lots of little-known facts or anecdotes. There are also charts, jokes, maps, and travel tips.

The “Big Apple”: Here is an overview of New York and explanation of the name “Big Apple.”

The Five Parts of New York: A brief guide to the five parts of New York: Manhattan, The Bronx, Queens, Brooklyn, and Staten Island.

The City in the Sky: A history of New York’s contribution to architecture; the skyscrapers, such as the Empire State Building and the Chrysler Building, and a study of how these very buildings were used to attack New York on September 11, 2001 when terrorists destroyed the twin towers of the World Trade Center.

A New City: The history of the city reveals that the first European in the area was Italian, not Henry Hudson, a British man who worked for a Dutch company. This section also describes New York’s role as a gateway to the New World for millions of immigrants.

The Statue of Liberty: The Statue of Liberty was the first sight of New York for many immigrants. This section contains lots of facts about the statue. A single page-size photo of the statue is included.

Ellis Island: An account of Ellis Island, the processing center for immigrants between 1892 and 1954. It is now a great store of American social history.

The People of New York: A chart of New York’s ethnic mix opens the section and there are facts on how many different parts of New York they have made their own, such as Little Italy and Chinatown. One of the reader’s many “fact boxes” exposes how fame can actually have its disadvantages; some tenants in apartments turn stars away because they do not want publicity.

The Brooklyn Bridge: Here is a full account of the first bridge over the Hudson, the Brooklyn Bridge. It is one of the city’s greatest sights.

Getting Around: In this section students can learn how to travel around the city.

The Green Apple: Here is a short history and facts of Central Park, a piece of the countryside imported into the city, plus the other parks in the city which aren’t so well-known.

Tall Stories from the Big City: “Tall Stories” means untrue stories. Two urban myths are introduced here.

Special Days: The city’s love of a parade is explained with accounts of some special days: St. Patrick’s Day and New Year’s Eve.

The Big, Bad City: This is an interesting section on crime, with a short article on the Guardian Angels, “Look for the Red Hat,” who help out on the subway, and useful tips for traveling safely around the city

Shop, Shop, Shop!: This section concentrates on the good life in New York, with information about the Macy’s Thanksgiving Day Parade (Macy’s is a chain of large department stores) and about other stores for clothes, toys, and jewelry. Information on New York’s restaurants is included. There are more than 20,000 restaurants in the city.

Out and About: Information about museums in the city. The Guggenheim and the Metropolitan Museum are among the most famous in the world.

Theater: Here’s some information about “Broadway,”—big theater shows—and concert halls, such as the Lincoln Center and Carnegie Hall.

The Musical City: Accounts of jazz, rap and MTV show how New York is a center of youth culture.

Movie Star City: Much of what we know about New York comes from movies and TV programs. There are lists of great New York movies, biographies of Martin Scorsese and Woody Allen, and a special look at the NBC

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program, *Friends*. This is about six New Yorkers. It was one of the biggest TV successes in the world.

Sports in the City: There are some brief facts on New York's love of sport including American football, baseball, and basketball. There is also an explanation of the city's love of jogging, whether in Central Park, or the huge Marathon in which more than 22,000 people take part.

The Capital of the World? This section illustrates New York's leading position in the world with facts about the United Nations and the financial power of Wall Street.

Map of Manhattan: The reader ends with a very useful map of Manhattan that students can use to identify some of the places they have just read about.

Background and themes

New York: New York is a fascinating place, both for people who live there or who are just visiting, and for those who have never been there. Millions of people all over the world recognize the famous sights of the city from hundreds of movies, TV shows and news reports. Washington is the capital of the USA, and Los Angeles is the capital of entertainment, but New York is an almost mythical symbol of American money, energy and power. Whether it is a story of Mafia crime, the famous Brooklyn accent, the Empire State Building, or just the name, "Manhattan," it is likely that everyone knows something about the city.

Today, more than ever, New York is in the news. The terrorist attacks of September 11, 2001 on the World Trade Center have had a huge impact on world politics. The United Nations building, in the heart of the city, has seen the many countries of the world discussing, or arguing about, the future of all of us.

The impression this book gives us is one of a city with amazing range: the number of different ethnic groups; the extremes of wealth and poverty; grass next to concrete; the city's efforts to tame the energy of its people which can find an outlet in terrible crime; or in the volunteer group "The Guardian Angels" who risk their lives to fight it. They express one fact: this is a city of endless possibilities. People call New York "the city that never sleeps".

History: This book reveals the history of Manhattan as many sections include historical facts on each topic, such as skyscrapers, bridges, subway, crime, entertainment, and sports.

Entertainment: Detailed information on entertainment is included—a list of famous movies made and set in New York, for example.

Diversity: Not only in the various ethnic groups but also in music, movies, and art, there are many things that are different from each other. New York has a great diversity of everything.

Discussion activities

Pages 1–7

Before reading

- Discuss:** Put students into small groups. Ask them to think about New York and then to make a list of five things they connect with the city. Ask them to give reasons. In class the groups discuss their lists. Make a Top Five of the most popular things from the whole class.
- Discuss:** Talk about the book cover. Have students look at the picture on the front cover. Can you think of any other pictures that are good for a book about New York? Think of three different pictures.
- Discuss:** Have students look at the Contents list. *How many parts are about things that you know? Make a list of them and then say what they are.*

After reading

- Describe:** Put students into pairs. Have them look at the photograph on page 7. Have them describe the scene in their own words.
- Discuss:** Talk about skyscrapers. Have students work in pairs. Ask them to name any famous skyscrapers in other cities in the world. *Is there one in your city, or in your country? Try to think of as many as you can.* Later, ask pairs to report to the class.

Pages 8–17

Before reading

- Retell:** Put students into small groups. Have them take turns to talk about what they have learned about New York so far.
- Discuss:** Talk about the photo of the Statue of Liberty. Have students look at the photo on page 11. Ask them what they know about the statue. Have them make notes so that they can check against the facts in the book.

After reading

- Write:** Put students into pairs. Have them read page 10 again then close their book. Ask them to try to write as many facts as they can about the Statue of Liberty. Later, have them compare what they wrote. As a more challenging task, ask students to make questions based on the facts about the Statue of Liberty. When they are ready, you could divide the class into two groups and organize a quiz game.

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- 9 Discuss:** Put students into small groups. Tell them it is the year 1900 and they are immigrants arriving in New York from Europe. Tell them to think about what they will see and what will happen when they land. Where will they go afterwards? The groups write a short paragraph. Later the groups read out their paragraph in class.
- 10 Role play:** Have students work in pairs to act out the conversation between an immigrant and an immigration officer in the 1900s. Give them sufficient time to prepare 29 questions and answers before they start acting out the scene.
- 11 Project:** Put students into small groups. Students should draw a map of Manhattan with the information on the neighborhoods they've just learned about: Little Italy, Chinatown, The Lower East Side, Greenwich Village, SoHo, TriBeCa, Harlem, and El Barrio. Ask them to use resources outside the classroom, such as the Internet, guide books, and reference books in the library. They could include some photos as well if available. When they are ready, make a classroom display or ask each group to make a presentation with their final product.

Pages 18–24

Before reading

- 12 Discuss:** Put students into pairs. They are tourists in the city and they have to think of one place they would like to see and how they would like to get there. Ask them to give reasons. In class pairs can compare their answers.

After reading

- 13 Project:** Put students into small groups. Ask them to make a poster to explain the history of Brooklyn and the Brooklyn Bridge. Students could try to find a photo of the bridge on the Internet to put it on the poster, or they could draw a picture of the bridge. Encourage them to make a clear, easy-to-read poster with good information. When they are ready, make a classroom display and organize a poster session.
- 14 Discuss:** Have students work with a partner. Have them look for Central Park on the map on page 41. *You are going to visit Central Park. How are you going to get there? What do you want to do there? Why?* Later pairs can share their ideas with the rest of the class.

Pages 25–31

Before reading

- 15 Discuss:** Talk about the headings. Write *The Big, Bad, City* on the board. Have a whole class discussion by asking the following questions: *What do you think "The Big, Bad City" will be about? Why is the title "The Big, Bad City?"*

After reading

- 16 Discuss:** Put students into groups. Ask them if they do anything special on St. Patrick's Day and New Year's Eve. Have them talk about the other special days in their own country. Later groups can report to the class.
- 17 Discuss:** Put students into small groups. Have them talk about whether New York is really dangerous. Some stories are true and some aren't. Ask them to find things that are true and things that are not true. Later ask groups to report to the class.
- 18 Role play:** Divide the class into Group A, tourist guides and Group B, tourists. Give both groups sufficient time to read pages 25–31 carefully. The tourist guides should make as many notes as they can about what they think is important for a tourist to know. The tourists need to think of ten questions they would like to ask about the city, for example, safety, places to eat, the best things to see. They then ask the guides their questions and the guides should give them as much information as possible.

Pages 32–41

Before reading

- 19 Write:** Ask students to write a list of movies and TV programs, which are about New York or set in New York. They could work in pairs or small groups. Have them keep the list to use it later on for another activity (activity 23).
- 20 Discuss:** Give students the following statement: "New York is a good place to visit, but I don't want to live there." Find out who agrees and who doesn't agree. Put students into pairs or small groups to discuss.

After reading

- 21 Discuss:** Have students discuss in small groups. *Which music on pages 32–33 do you like? Say why and then explain about the kind of music you like. Find as much information as you can.* Later ask groups to share what they talked about with the rest of the class. If possible, you could ask students to bring the music that they like to the class next time and play it for the rest of the class while he/she talks about the music.
- 22 Discuss:** Divide the students into pairs. They have to think of an idea for a new movie or TV program which is set in New York. Ask them to think of a title, which actors or actresses will be in it, and some ideas for what happens. Students write a short paragraph and then in class pairs can compare their ideas.
- 23 Class survey:** Put the students into pairs. Ask them to think about their favorite movie or TV show about New York and say why they like it. In class the pairs can compare their choices and find out the top ten.