



Pre-Reading Activities

A: Short Discussion

Answer the following questions in small groups.

1. Today you are going to read a news article. What makes you choose an article you wish to read?
2. Do you think about the headline before you read, or do you scan an article to see if it interests you?
3. If you were a reporter, would you name your article before or after you had written it?

B: Understanding the Headline

Today's article looks back at September 11, 2001 and a visit to the remains of the World Trade Center by the Russian President. Read the headline of today's article and answer the questions.

Putin Views 'Ground Zero' with New York Leaders

Glossary: ground zero - the point under, above or at which an atomic explosion occurs

1. Why do you think the expression "**ground zero**" is used?
2. Another word that is often used in similar situations is "**epicenter**".

Glossary: epicenter - the point at which an earthquake occurs.

Why do you think it is not used here?

C: Vocabulary and Style

Check that you understand these words from **Part One** of today's article. Look carefully at any you do not know.

1. **smoldering** - burning slowly with little or no flame
2. **shocked** - feeling upset because of a sudden unpleasant or sad event
3. **upset** - very sad
4. **supportive** - giving or expressing encouragement, help
5. **entomb** (v) - to bury someone, to put someone in a large tomb
6. **potent** - having great power, very effective
7. **staunch** - loyal, steadfast
8. **enduring** - remaining alive, especially in spite of difficulties
9. **magnitude** - greatness of size or importance

Question: Are they simple everyday words you would use in your speech?

Reading Activities

A: Scanning

Read these questions and then look for the answers in **Part One** of the article as quickly as you can.

1. Who visited the ruins of the World Trade Center?
2. Who had they met in Texas?
3. What were the Russian security officials carrying?
4. What did Putin see this as an opportunity for?
5. What did he say the Russian people have also had to deal with?



Putin Views 'Ground Zero' with New York Leaders

BY DANIEL BASES

NEW YORK Thurs Nov 15 (Reuters) - Russian President Vladimir Putin walked with his wife Lyudmila amid the rubble of the still **smoldering** World Trade Center complex on Thursday, having just finished a three-day meeting with President Bush at his Crawford, Texas, ranch.

While Putin did not speak directly with reporters, he allowed New York Mayor Rudolph Giuliani to relay what he told him during the 13-minute tour.

"He was like so many others **shocked** at the extent of the devastation, very **upset** about it and **supportive** of the United States and what we need to do to defend ourselves against terrorism," Giuliani said.

Putin visited the site with a large entourage and security detail with a number of Russian security officials handling automatic rifles in plain sight.

Giuliani led Putin up to a platform where he pointed out various areas of the World Trade Center complex that still smolders more than two months after two hijacked airliners

crashed into the twin 110-story towers.

The destruction in lower Manhattan that **entombed** thousands has served as a **potent** reminder for visiting heads of state why they joined the U.S.-led coalition to fight global terrorism.

In the wake of the Sept. 11 attacks, Putin has brought Russia forward as a **staunch** supporter of the international coalition, drawing praise from world leaders.

"He said this was a real opportunity for the people of Russia and the people of the United States to cement a very **enduring** friendship," Giuliani said.

"He said that on a smaller scale the people of Russia have had to deal with terrorism for some time now, but they have never had to deal with anything of this **magnitude** and that the people of Russia have not become used to it but have learned to factor terrorism into their daily lives and this is something we are all going to have to do." (Continued/...)

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B: Thinking Carefully

Use **Part One** to answer these questions.

1. Can you find synonyms for the words in **bold**?
2. Does the meaning of a sentence or paragraph change if you use synonyms instead of the words in **bold**?
3. Why are there no **expressive words** in the following sentence from **Part One**: "Putin visited the site with a large entourage and security detail with a number of Russian security officials handling automatic rifles in plain sight."
4. What do you think the reporter's aim was in using the words in **bold** in the article?

C: Text Organization

The beginnings of five sentences have been removed from **Part Two** of today's article. They are listed here. Read **Part Two** and try to put each sentence beginning in the correct place.

- a. Bush agreed...
- b. Putin was due...
- c. On the platform...
- d. Bush calls...
- e. Earlier...

Part Two

1. _____, Putin shook hands with three members of the New York City Fire Department. Like a number of other world leaders who have visited the site, Putin signed a wall attached to the platform to leave a mark of solidarity.

2. _____, Bush said he and Putin had failed during their three days of discussions in Washington and Crawford to resolve differences over the 1972 Antiballistic Missile treaty.

3. _____ the treaty a Cold War relic blocking missile defenses but Putin says it is essential to strategic security.

4. _____ to reduce the U.S. nuclear arsenal from about 7,000 warheads to a range between 1,700 to 2,250 while Putin agreed to go down from 6,000 warheads to about 1,500.

5. _____ to leave for Moscow on Thursday evening, but not before a scheduled visit to a Russian Orthodox Church in Manhattan followed by a meeting with United Nations Secretary-General Kofi Annan, his last stop in America.

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D: Thinking About Style

Answer this question in pairs. Is the **style** of **Part Two** of the article in any way different from that of **Part One**?

Post-Reading Activities

You may do one or more of these.

A: Reading and Analyzing

Find an article on the Internet that interests you (or from a newspaper in English) and then study it using these questions:

1. What kind of article is this? (*narrative, humorous, etc.*)
2. What does the headline mean?
3. What main idea did the reporter wish to convey?
4. What stylistic techniques does the reporter use to craft it? (*For example, does he / she use humor? Does the article use the language of everyday speech or is it more formal?*)
5. Does the article have an underlying message? If yes, what?

B: Writing a Human Interest Story

A **human interest story** can be about anything that may touch the human heart and soul.

- Check the news on the Web, choose *any* story that interests you, and write your own version of the event.
- Think about what words and expressions you will use before you write.
- Think about what your purpose is in writing about this event. (i.e. What do you want to tell your readers?)

C: Sharing Feelings

If you feel comfortable talking about the events of September 11, 2001 answer these questions in pairs or small groups.

1. What were you doing when you heard the news that day from the United States?
2. What did you do afterwards? How did you and your friends react?
3. Have the events of September 11, 2001 changed your life in any way? Have they changed your thinking?



TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

A: Short Discussion - Notes

Expect answers to vary for all three questions. Students could work alone and then share their answers or answer the questions in small groups.

B: Understanding the Headline - Suggested Answers

1. The reporter may have chosen to use it to make a point about the force of the explosions caused by the colliding aircraft. This suggests that they were similar in intensity to an atomic explosion. 2. The difference in meanings is that "ground zero" is created by humans, whereas "epicenter" can be seen to be created by nature.

C: Vocabulary and Style - Notes

Students could read through the words and check any that they are still unsure about in their dictionaries.

Alternative: If you have a small class, give each student one word with its meaning and then ask them to teach the others that word. If you do this, do not give them the list of words and meanings, just a list of the words (by writing them on the board.) Once students understand the words they have been assigned, ask them to mingle and teach their words to other students.

After you have ascertained that your students understand all the words in this exercise, let them talk about vocabulary and style. They should realize that normal everyday speech is different from **expressive writing**. To create an unusual effect, a writer may use some words and expressions which may be marked as formal, expressive, literary or even old-fashioned in a dictionary.

Reading Activities

A: Scanning - Answers

1. Russian President Vladimir Putin, his wife Lyudmila and the New York Mayor, Rudolph Giuliani
2. President Bush
3. automatic rifles
4. for the U.S. and Russia to cement their friendship
5. terrorism

B: Thinking Carefully - Notes

Remind the students that they can refer to the definitions in **Pre-Reading Activity C**.

B: Thinking Carefully - Suggested Answers

1. Accept answers that have a similar meaning.
2. Answers may vary but most students will agree that certain words like the ones used here create a particular effect. They make the writing more solemn and formal and move it away from the language of everyday life.
3. This sentence is a plain statement of fact.
4. To create an unusual effect, to impress the readers and to evoke their sympathy.

C: Text Organization - Answers

1. c, 2. e, 3. d, 4. a, 5. b

D: Thinking About Style - Suggested Answer

Part 1 is devoted to Putin's visit to the site of a tragedy, so the reporter uses a number of expressive words.

Part 2 is a report on some other activities, which were quite usual for such a visit, so the language is different, more everyday and down-to-earth.

Post-Reading Activities

B: Writing a Human Interest Story - Notes

This is a good exercise if you have Web access. Suggest some well-known sites, like **www.yahoo.com**, or let students look at some famous publications like **www.people.com**.

C: Sharing Feelings - Notes

Do not do this activity if you feel the questions are too personal for students or it is likely to raise tensions in the classroom. It may not be appropriate in some situations. You may like to check whether students feel comfortable doing it. As an alternative, you could ask them to write a response to one of the questions. These responses can be shared with other students or could be written for you alone.