

Working at an Airport

PM Level 29

Sapphire

Text Type Information Report (Informative), Explanation (Informative)

Running Words 2498



Preparing for Guided Reading

Prior knowledge

- Ask students to share experiences of travelling on aircraft, or of meeting visitors at an airport. Did they see many signs of the security measures taken by the airport staff?

Orientation to the text

- In this book, the reader learns about the many types of workers that are needed to keep an airport running smoothly. These include security staff, luggage handlers, air-traffic controllers and emergency workers.

Building the Balanced Reader

Grammatical conventions

- Discuss the importance of adjectives in this text for providing detail about what the staff members do, e.g. *specialist aeronautic mechanics, highly skilled staff, thorough check of all passengers, endangered animals, vital role*.

Vocabulary

Key vocabulary

airlines, airport, biosecurity, cabin, carousel, conveyor, gate, hold, immigration, multilingual, pandemics, paramedics, runway, sanitise, tarmac, terminal, transit, trolleys

Spelling

- Discuss the prefix *re-*, e.g. *repack, remove, refuelling*. Discuss how these words refer to something that is done more than once.

Visual literacy

- Have students look at the photo on p. 19 and suggest what the colours on the computer screen are showing as the passengers walk past.

Focusing on the book – guided reading

- Talk about the layout of the airport as seen in the diagram on p. 3. Ask students why it would be important for the terminal to be positioned well away from the runway.
- Have students consider some of the difficulties faced by terminal staff, particularly when dealing with passengers who have lost their luggage or are running late for flights.

- Ask students why they think it is so important that aeroplanes are maintained very carefully. Why would aeronautic mechanics and engineers require very detailed training?
- Ask students if they think the work of an air-traffic controller would be tiring. What could go wrong if an air-traffic controller fell asleep at work?
- Discuss the important role of emergency services at an airport. Ask students what they think has happened in the photo on p. 17, and why firefighters would need to be specially trained to deal with this type of fire, particularly in the use of fire-suppressant foam.
- Do students think x-ray machines save the security staff a lot of time in checking bags? What might security staff have had to do before the introduction of this technology?
- Talk about the important work of customs and immigration staff in keeping illegal or dangerous goods from entering a country.
- After reading the interview with Hamish the luggage handler, ask students if they are surprised at how complicated his job is.

Comprehension

- In what ways does an airport resemble a small city? (*Literal*)
- Which would be the most dangerous part of an airport for a staff member to work in? (*Inferential*)
- What is an example of a biosecurity risk that might be posed in an airport? (*Applied Knowledge*)

Follow-up activities

- Have students choose one of the jobs in the book, and research to find out the type of training or experience that would be needed for a person to do this job.
- Have students design a new airport for their local town or city, and present their plan in a 3D format.
- Hold a class debate: Self-check-in apps are more efficient than airline staff.

Working at an Airport

Date _____

PM Level 29

Sapphire

Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.
- _____

Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up