

# People Underground

## Vocabulary:

access, bolts, cavers, Celsius, collapsing, equipment, factories, Industrial Revolution, industry, machinery, museum, opals, pipeline, population, quality, recreation, source, tasks, temperature, transported, tunnels, work-related



## Before Reading

### Motivation / Purpose

- The purpose of the text is to provide information about what jobs people do underground and why some people live under the ground. The text links with the Science theme *Earth and Beyond*.

### Text Type Date./.../...

Draw students' attention to the:

- photographs
- fact boxes.

Ask, "What type of book is this?" (Report). How would you expect this book to be set out?

### □ Visual Literacy Date./.../...

Look at the cover of this book and ask students where they think the people in the photographs are and what they are doing. How do these photographs relate to the content of the text?

Browse the first few pages of the text and discuss the effect of the dark backgrounds. How do they relate to the subject matter?

### □ Background Knowledge Date./.../...

Ask students what activities people do under the ground. Why do people work underground? Discuss areas of concern for people working underground, such as airflow, general safety and pollution. Talk about incidents where people have been trapped underground.

### □ Phonological Awareness Date./.../...

Ensure students know the following phonological pattern:

- *-ing*: in most cases this suffix is added to the complete word, but all words ending in 'e' drop the 'e' to add *-ing*.

Find examples of words ending in *-ing* in the text (e.g. work, miming, play, collapses, going, caving, transport, exciting, diving, exploring, supplying, climb). Sort these words into two lists: those that just add *-ing* and those that drop the 'e' before adding *-ing*. For each word that drops the 'e', write out both the root word and the word with the *-ing* ending (e.g. mine - mining; use - using; excite - exciting).

### □ High Frequency

areas, around, because, doing, goes, live, makes, much, other, people, think, through, town, under, used, walk, working Date./.../...

- Write some high frequency words on the board with all the vowels missing. Ask students to fill in the blanks.

Place the high frequency word cards face up on the table. Say a sentence with one or two of the high frequency words missing. Ask the students to repeat the sentences, inserting the correct word/s in the gap/s.

## During Reading

### □ Vocabulary in Context Date./.../...

Discuss the meaning of each vocabulary word.

Examine word families used in the text. Demonstrate to students how word families are made and how the meanings of the words are related (e.g. caves, cavers, caving; transport, transported, transporting).

Discuss the use of *take in* (p.4), meaning to observe or notice. Talk about why authors sometimes use this kind of (informal) language in their writing.

Discuss names of people that are now attached to inventions (e.g. Celsius).

### □ Checking for Meaning Date./.../...

**Literal:** Date./.../...

What is the most important job people do underground? (Coal mining)

What is an activity people do underground just for enjoyment? (Caving)

Why do people in Coober Pedy live underground? (They live underground because the weather is very hot above the surface.)

**Inferential:** Date./.../...

Why don't people think very much about what goes on underground?

What would be some of the dangers of exploring underground caves?

Why would people want to live near where there are lots of opals? What would people do during the day?

**Response:** Date./.../...

How would you feel about living underground?

What things do you do each day that you may not be able to do if you lived underground?

### □ Grammatical Patterns Date./.../...

Ensure students understand the following components of a report:

- Opening general statement defining the topic: *A lot goes on under the surface ...* (p.5)
- Passages of description relating to activities conducted under the surface of the earth: (pp.6-23)
- Use of general nouns: *people* (p.4), *activities* (p.6), *factories* (p.7), *vehicles* (p.9), *recreations* (p.12), *museums* (p.19), *mines* (p.20), *opals* (p.22)
- Use of relating verbs to describe features: *Coal mining is one ...* (p.6)
- Use of action verbs: *worked* (p.6), *transported* (p.7), *drill* (p.10), *access* (p.13), *built* (p.20)
- Use of timeless present tense: *Coober Pedy is a hat place.* (p.16)
- Use of technical terms: *Industrial Revolution* (p.6), *recreation* (p.12), *cavers* (p.13), *population* (p.16), *Celsius* (p.16), *pipeline* (p.21)
- Use of paragraphs with topic sentences to organise information: *Coal mining is one of the main work-related activities that occurs underground.* (p.6)
- Repeated naming of the topic as the beginning focus of the clause: *Coal miners who work underground ...* (p.9), *People have found ways of using areas underground for recreation.* (p.12)

### □ Fluency/Punctuation Patterns Date./.../...

These punctuation patterns occur in the text:

- Use of capital letters for the names of people, places and important events: *Industrial Revolution* (p.6), *Coober Pedy* (p.16), *South Australia* (p.16), *Celsius* (p.16)
- Use of numerals to represent the date, population, or values on a scale: *1800s* (p.6), *3500* (p.16), *40° Celsius* (p.16)
- Use of quotation marks to point out meanings of words and for special titles: *"kupa" and "piti", which together mean "white man in a hole"* (p.19), *"Opal Capital of the World"* (note capitals within title) (p.22)
- Use of an apostrophe to indicate possession: *world's supply* (p.22)

- Use of a comma to separate adverbs, adverbial phrases or adverbial clauses from the main clause: *As people walk around*, (p.4), *In summer*, (p.16), *In Coober Pedy*, (p.19)

### □ Critical Literacy Date./.../...

How do you think the author feels about these underground activities?

Why do you think the text was written?

What did you learn from reading the text? What else would you like to know about underground activities? Where could you find this information?

### □ Linking Visual and Written Date./.../...

Examine the photographs on pages 6-11 and discuss the effect they convey of working underground. Would you like to work underground? Why or why not? Does it look comfortable? Use appropriate words to describe what working underground would be like.

Ask students to comment on what they think life would be like in Coober Pedy.

## After Reading

Make a list of activities people do up in the air. List these activities in the same categories as the underground ones: work, recreation and living. Discuss how these two environments are the same and different.

## Activities

Students will:

- complete sentences with information from the text
- write the meaning of given words from the text
- add 'ing' to complete words
- write sentences to follow on from a given topic sentence.

