

OXFORD Business English

# English for Aviation

for Pilots and Air Traffic Controllers

Sue Ellis  
Terence Gerighty

EXPRESS SERIES



OXFORD



# English for **Aviation**

for Pilots and Air Traffic Controllers

EXPRESS SERIES



Sue Ellis & Terence Gerighty

**OXFORD**  
UNIVERSITY PRESS

# ICAO Operational Level 4

## PRONUNCIATION

*Assumes a dialect and/or accent intelligible to the aeronautical community.*

Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.

## STRUCTURE

*Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.*

Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.

## VOCABULARY

Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.

## FLUENCY

Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.

## COMPREHENSION

Comprehension is mostly accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.

## INTERACTIONS

Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.



# Contents

PAGE	UNIT TITLE	TOPICS	USEFUL LANGUAGE AND STRUCTURES
5	<b>1 Introduction to air communications</b>	Setting the scene Basics of radio communication Introduction to non-routine situations	ICAO alphabet and numbers Asking for repetition Questions and short answers Talking about imaginary situations
13	<b>2 Pre-flight</b>	Pre-flight checks Delays and problems Local conditions	Asking for more time Giving a reason Saying what you're going to do Saying there's a problem
21	<b>3 Ground movements</b>	Airport markings and airside vehicles Taxiing and holding Weather problems	Permission, obligation, prohibition Explaining problems Saying a problem has been solved
29	<b>4 Departure, climbing, and cruising</b>	Take-off Encountering traffic Warnings about hazards	Checking and asking for an alternative Using prepositions of position Saying how much Warnings and requests Time expressions Giving reasons
37	<b>5 En route events</b>	Operational situations Unusual events Medical situations	Comparing things Talking about probability
45	<b>6 Contact and approach</b>	Descent Circuit joining Approach and landing problems	Talking about time Explaining changes in plans Talking about cause and effect Requests
53	<b>7 Landing</b>	Landing incidents Runway conditions Landing hazards	Reported speech Making suggestions Offering help Giving advice or opinions
61	<b>8 On the ground</b>	Taxiing Getting to the gate Clear communication	Explaining what happened Saying what will happen

## PAGE APPENDIX

68	<b>Test yourself!</b>
70	<b>Partner Files</b>
74	<b>Answer key</b>
84	<b>Transcripts</b>

## About the book

**English for Aviation** has been developed specifically for people who work in the aviation industry and need to comply with the International Civil Aviation Organization's (ICAO's) language proficiency requirements. It supports standard phraseology and builds upon it to help improve plain English in the skill areas specified by ICAO: pronunciation, structure, vocabulary, fluency, comprehension, and interactions.

**English for Aviation** covers a range of subjects associated with flying and the aviation industry. The book is organized in the sequence of a flight, starting with an introductory unit, followed by pre-flight, ground movements, departure, cruising, en route events, contact and approach, landing, and end-of-flight ground movements. Pilots and air traffic controllers will find the book useful for improving their plain English, but anyone working in aviation – ground staff, emergency services, or administrators, for example – who wants to improve their English ability will benefit from **English for Aviation**. Units from the book work independently and can be selected according to the needs and interests of the course participants. **English for Aviation** is also ideal for self-study.

Each unit begins with a **Starter**, which consists of a short exercise or a quiz and serves as an introduction to the topic of the unit. Practical exercises, listening extracts, industry-specific texts as well as numerous photos and illustrations help you to acquire key vocabulary and expressions. Realistic role-plays give you the opportunity to put all you have learned into practice. Each unit closes with an **Output** activity, an article related to the topic of the unit followed by questions for reflection and discussion. The book finishes up with a fun quiz to **Test yourself!** on some of the facts and figures discussed over the previous eight units.

**English for Aviation** is accompanied by two disks. The **Audio CD** contains all the listening for the book. The **Audio CD** can be played through the audio player on your computer, or through a conventional CD player. The **CD ROM** contains interactive exercises to practise **structure, vocabulary, and listening comprehension**. There is also an A-Z word list with all the key words that appear in the book. Visit [www.oup.com/elt/express](http://www.oup.com/elt/express) for ICAO compliancy practice tests.

In the appendix of **English for Aviation** you will find the **Partner Files** for the role-plays, and the **Answer key** so that you can check your own answers if you are working alone. There are also **Transcripts** of the listening extracts.

## 1

# Introduction to air communications

## STARTER

Use arrows (↔) to link the people who talk to each other.

PILOT G-SC27



PILOT FLIGHT 71



CABIN CREW FLIGHT 71



TOWER CONTROLLER



CO-PILOT FLIGHT 71



PASSENGERS FLIGHT 71

## COMPREHENSION

**1** Air communications are vital for the safety of air travel. Listen to the two exchanges and answer the questions.

- 1
  - a Which stand is 363 on?
  - b Where does the controller think 363 is?
  - c Which numbers and letters are incorrectly pronounced?
- 2
  - a Which flight level is X7420 climbing to?
  - b What is the altitude of X7420?
  - c What two words does the controller confuse?

Look at the six language areas on page 2. Listen again to the two exchanges and look at the transcripts on page 84. Find an example of a difficulty with each language area.



2



**Discuss these questions with a partner.**

- 1 Have you had any similar experiences?
- 2 What communication problems have you had when talking to foreign pilots or controllers?

**PRONUNCIATION**

AUDIO

**2 Listen and repeat.****THE ICAO ALPHABET AND NUMBERS**

A Alpha	K Kilo	U Uniform
B Bravo	L Lima	V Victor
C Charlie	M Mike	W Whiskey
D Delta	N November	X X-ray
E Echo	O Oscar	Y Yankee
F Foxtrot	P Papa	Z Zulu
G Golf	Q Quebec	
H Hotel	R Romeo	
I India	S Sierra	
J Juliett	T Tango	
0 <u>zero</u>	4 <u>fower</u>	8 ait
1 <u>wun</u>	5 <u>fife</u>	9 <u>niner</u>
2 <u>too</u>	6 <u>six</u>	
3 <u>tree</u>	7 <u>seven</u>	

oo (hundred) hundred  
 ooo (thousand) tousand  
 . (decimal) dayseemal

**British CAA**

FL 100 = flight level  
 one hundred

**ICAO/Global**

FL 100 = flight level one  
 zero zero

AUDIO

**3 Listen to the sample message and repeat.**

*London Control, Express 164. Flight Level 100.  
 Heading 345. ETA Belfast 0839.*

**INTERACTIONS**

**Work with a partner to pass and record messages. If you aren't sure about the message, ask for clarification. Repeat *Say again* until you have understood.**

**ASKING FOR REPETITION****Repeat entire message**

Say again.

**Repeat specific item**

Say again flight level.  
 Say again all before heading.  
 Say again all after flight level.  
 Say again flight level to ETA.

**PARTNER FILES**

Partner A File 1, p. 70  
 Partner B File 8, p. 72

AUDIO



**Listen and check. Then compare what you wrote with the information your partner read.**

## STRUCTURE

## QUESTIONS AND SHORT ANSWERS

Are you on stand C63 or C61?	I'm/We're on stand C61.
Is the radio on the correct frequency?	Yes, it is./No, it isn't.
Have you set the QNH?	Yes./Yes, I have./No, I haven't.
Has the weather improved?	Yes, it has./No, it hasn't.
Do you have the flight plan?	Yes, I've got it here./No, I don't.
Do you know where John is?	Yes, I do./No, I don't.
Did the bird strike cause any damage?	Yes, it did./No, it didn't.

#### 4 Put the words in the right order to make questions. Then answer them.

- 1 you a a controller pilot Are or ?
- 2 speak other languages you Do any ?
- 3 abroad ever you been Have ?
- 4 plane travel last When by you did ?
- 5 your provide training company courses English Does ?
- 6 English in minutes the ten your last improved Has ?

**American English**  
airplane

**British English**  
aeroplane

## FLUENCY

#### 5 Match the two parts of the sentences to make six reasons why international communications may be difficult.

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1 ATCOs and pilots may speak         | a English words are used.       |
| 2 There may be very poor reception   | b in their own language.        |
| 3 Extra and unnecessary              | c or no standard phraseology.   |
| 4 ATCOs or pilots may sometimes      | d on the radio.                 |
| 5 Non-routine situations have little | e use plain English.            |
| 6 ATCOs or pilots may not understand | f standard English phraseology. |





AUDIO



6

Listen to five exchanges. Write the number of the exchange next to the description below. Then tick how often you expect to hear each of these in your work. Then discuss your answers with a partner.

	always	often	usually	sometimes	occasionally	rarely	never
a ____ standard phraseology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b ____ non-standard phraseology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c / ____ unnecessary English words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d ____ plain English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e ____ local language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

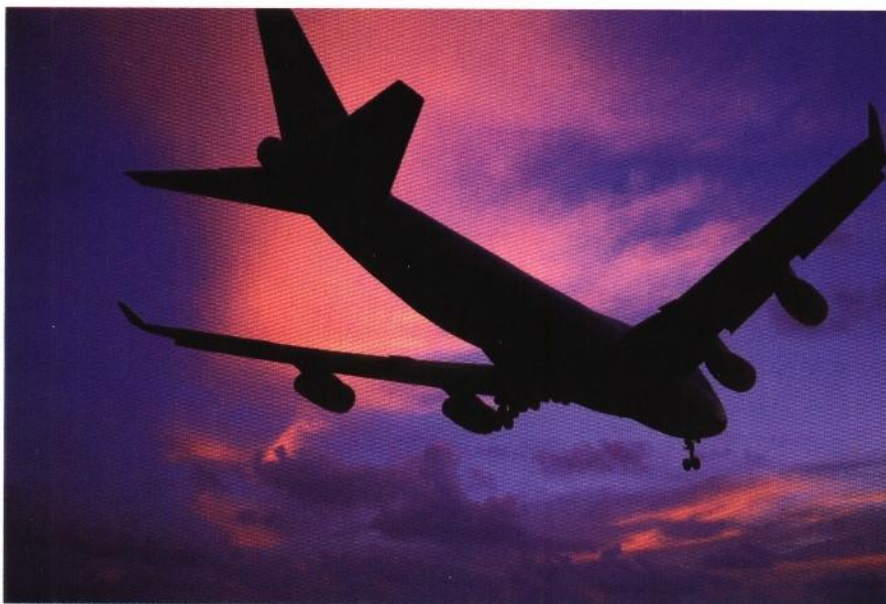
AUDIO



7

Listen to the exchange as a long haul flight approaches its destination. Answer the questions.

- What is the main communication problem?
- How did the pilot try to help the controller understand?
- How did the controller deal with the situation?



## VOCABULARY

8

Listen again. From each pair of words, tick the word you hear.

- |           |           |              |         |
|-----------|-----------|--------------|---------|
| 1 violent | vibration | 5 aggressive | angry   |
| 2 rude    | unruly    | 6 ground     | around  |
| 3 hit     | hate      | 7 services   | service |
| 4 drink   | drunk     | 8 remain     | remove  |

## 9 What is the problem on board the aircraft? Use words you have selected in exercise 8 to make sentences:

- 1 The passenger was \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- 2 The passenger \_\_\_\_\_ a crew member.
- 3 The pilot wanted to get on the \_\_\_\_\_ as soon as possible.

### Have you ever had a difficult communication? What did you do?

*Yes, I have. I had a medical emergency. The pilot asked for ...*

*The controller asked me to ...*

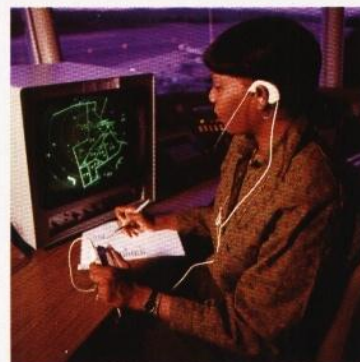
*No, I haven't.*

## 10 Use words from exercise 6 to complete the article.

# SAFETY SENSE

## Dealing with non-routine events

Occasionally <sup>1</sup> a pilot may be able to use \_\_\_\_\_ <sup>2</sup> phraseology for a non-routine event, but he will \_\_\_\_\_ <sup>3</sup> have to use \_\_\_\_\_ <sup>4</sup> English. In this event he had to use \_\_\_\_\_ <sup>5</sup> phraseology but tried to assist the controller by not using any \_\_\_\_\_ <sup>6</sup> English words and by using several different words with a similar meaning.



The radio transmission was good, but the controller could not understand the problem as he \_\_\_\_\_ <sup>7</sup> dealt with domestic flights and \_\_\_\_\_ <sup>8</sup> spoke to a foreign pilot. This can \_\_\_\_\_ <sup>9</sup> be a problem for controllers as they get little practice with spoken English and \_\_\_\_\_ <sup>10</sup> speak to local pilots in the \_\_\_\_\_ <sup>11</sup> language. A non-English speaker will \_\_\_\_\_ <sup>12</sup> be alone in this situation and help will \_\_\_\_\_ <sup>13</sup> be available.

### Answer the questions.

- 1 How often do you use English for your job?
- 2 How often do you speak English to:
  - a non-native speakers?
  - b native English speakers?
- 3 How often do you listen to the radio or watch TV in English?
- 4 What is your best English skill: listening, speaking, reading, or writing? Which would you most like to improve?
- 5 Have you ever had difficulty trying to speak English? What was the outcome?

## VOCABULARY

## PHRASAL VERBS

Phrasal verbs have two parts. The meaning may be clear from the two parts:  
Please **come in** and **sit down**.

The meaning may not be clear from the two parts:  
*Did the tanker **break down**?*

## 11 Complete the two exchanges with the words in the box.

check out • keep up • stays up • get back • come in • get to • pass over

## Exchange 1

ATC Wolfair 60, good morning. Identified. Proceeding into Alba. Vectoring 05.

Pilot Direct Alba 05. Wolfair 60. Can I \_\_\_\_\_<sup>1</sup>  
this high speed a bit longer? Wolfair 60.

ATC Wolfair 60, for the time being, yes. I'll \_\_\_\_\_<sup>2</sup> to you in a minute.

## Exchange 2

ATC B67, will you let me know what your intentions are for the main landing gear?

Pilot Roger. We'll try to lower the gear again, but if I'm still unable to release the nose gear – if it still \_\_\_\_\_<sup>3</sup> – then we'll land with all three up. B67.

ATC B67, do you want to \_\_\_\_\_<sup>4</sup> for a low pass? We can \_\_\_\_\_<sup>5</sup> your landing gear when you \_\_\_\_\_<sup>6</sup>.

Pilot OK, roger. B67.

ATC B67, have you got the field in sight?

Pilot B67, affirm. When I \_\_\_\_\_<sup>7</sup> you the gear should be down. B67.

ATC B67, roger. OK, make a low pass over runway 23 for a landing gear check.

## Listen and check.

## 12 Find words or phrases in the exchanges with the same meaning as these words.

- |                             |                                |
|-----------------------------|--------------------------------|
| 1 attempt                   | 6 tell me                      |
| 2 Can you see the airport?  | 7 inspect                      |
| 3 fly low over the runway   | 8 Request permission ...       |
| 4 a little more time        | 9 Would you like to ... ?      |
| 5 now and for a few minutes | 10 You are on my radar screen. |

## FLUENCY

## 13 Underline the plain English phrases in exercise 11. Then answer the questions for each exchange.

## Exchange 1

- Are the plain English phrases necessary?
- What does the controller agree to?
- Can you replace the plain English with correct phraseology?

## Exchange 2

- Which gear is a problem?
- What does the controller suggest?
- What will the pilot do if the problem remains?

AUDIO



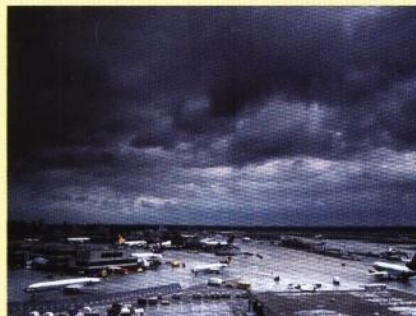
8



## 14 What would you do in these situations? Compare your ideas with a partner.

### Situation 1

At a foreign airport you are the pilot of a passenger jet waiting to take off from runway 09. You are number two to depart. An inbound A320 lands on runway 09 and aircraft number one ahead of you departs. All communications between the pilots and ATC are in the local language. You believe you heard wind shear and high wind speeds mentioned. You are now cleared, in English, to line up and take off. ATC do not mention wind shear.



### Situation 2

You are an approach controller in a busy airport. An incoming English-speaking pilot has requested a priority landing for a heavy aircraft. He has repeated the request but you still cannot understand the reason.

### Situation 3

You are the pilot of a passenger aircraft approaching runway 18. You were cleared for ILS approach and had instructions to continue. You made calls at the outer marker and 2 nautical miles but received no reply. You are now at 500 feet and see a light aircraft in the one o'clock position at the same level, passing right to left. You have heard communications in the local language.



### Situation 4

You are an approach controller and have twice issued instructions to an approaching B757 but have had no response. The plane is at the outer marker and appears to be on course for landing as instructed.

#### TALKING ABOUT IMAGINARY SITUATIONS

I would ask about wind shear.  
I would give permission to land.

**In each case what would you say to deal with the situation?**

## 15 Think of a situation in your experience where there was confusion or a misunderstanding.

- 1 Who was involved?
- 2 What was the problem?
- 3 How was it resolved?

### OUTPUT

Read the report and answer the questions.

#### DESCENT CONFUSION

An airliner had to divert to an alternate airport because of engine problems. The pilot did not declare an emergency but requested a descent to 2000 feet in order to re-start the engine. The plane had also lost pressurisation but the pilot was unable to explain this to ATC. Controllers were concerned that the pilot wanted to descend so low but were unable to make the pilot understand their questions. They then asked 'Can you just advise me – are you descending to use fuel?'



The flight crew misinterpreted this as 'Do you have enough fuel?' and replied 'Yes, yes. We are descending with fuel enough and everything is OK'. Because the pilot had not understood the question, the reply confused the controller even more.

Fortunately, the controller guessed there was an emergency and the aircraft was put on a 7700 squawk. He transferred the aircraft to its own frequency. The aircraft landed safely but the poor understanding and communication from the pilot was reported to the authorities.

#### OVER TO YOU

Do you know any stories of a plane making a rapid descent following depressurization? What happened?

Have you experienced a pilot needing to use fuel before landing? What was the situation?

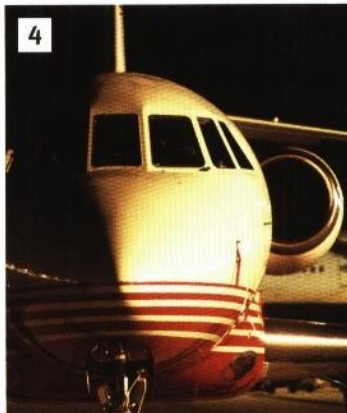


## 2

## Pre-flight

## TARTER

It is important for controllers and pilots to be able to identify an aircraft type so they know what it is capable of. How many of these aircraft can you identify?



## VOCABULARY

1 Match the words to make plane parts. Can you find all of the parts in the pictures above?

A

- |          |            |
|----------|------------|
| 1 tail   | a door     |
| 2 cargo  | b assembly |
| 3 engine | c cowling  |

B

- |              |         |
|--------------|---------|
| 1 trailing   | a light |
| 2 access     | b hatch |
| 3 navigation | c edge  |

C

- |           |            |
|-----------|------------|
| 1 under   | a edge     |
| 2 landing | b light    |
| 3 leading | c carriage |



## 2 Use the words in the box to label the picture below.

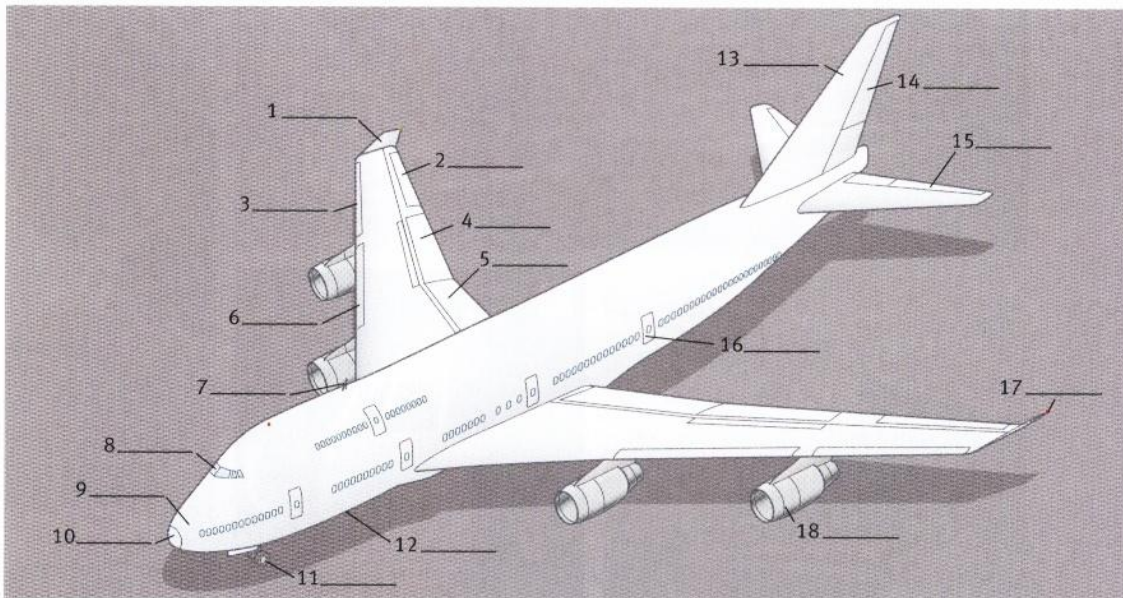
- |              |                  |
|--------------|------------------|
| a nose       | j rudder         |
| b windscreen | k elevator       |
| c aerial     | l tail fin       |
| d aileron    | m tyre           |
| e spoiler    | n engine         |
| f flap       | o emergency exit |
| g slat       | p radome         |
| h winglet    | q light          |
| i fuselage   | r outboard slats |

### British English

aerial  
tyre  
windscreen  
fin  
tailplane

### American English

antenna  
tire  
windshield  
vertical stabilizer  
horizontal stabilizer



### FLUENCY

## 3 Unscramble the words in brackets to complete the description of a pre-flight check.

### Pre-flight

Before flying, the pilot carefully (khcecs) \_\_\_\_\_<sup>1</sup> the aircraft. He looks at the external (causrfes) \_\_\_\_\_<sup>2</sup> for signs of damage. A plane may be damaged by a bird (ritske) \_\_\_\_\_<sup>3</sup> or (gnilghtin) \_\_\_\_\_<sup>4</sup> strike or contact with any other (gorfein) \_\_\_\_\_<sup>5</sup> object, or by service (sveichle) \_\_\_\_\_<sup>6</sup> on the ground. Bent or distorted panels may be a visual indication of hidden (madgae) \_\_\_\_\_<sup>7</sup> to the airframe.

He then checks the nose (crundagerirae) \_\_\_\_\_<sup>8</sup> for excessive (arew) \_\_\_\_\_<sup>9</sup> or cuts on the tyres.

He inspects the (deliagn) \_\_\_\_\_<sup>10</sup> edge of the wing for damage and checks the fastenings on the (eeginn) \_\_\_\_\_<sup>11</sup> cowling. He examines the visible fan (sladeb) \_\_\_\_\_<sup>12</sup> on the engines.

Moving along the (slegeafu) \_\_\_\_\_<sup>13</sup> to the tail he does the same visual checks over all surfaces before ensuring that all cargo (rodos) \_\_\_\_\_<sup>14</sup> and access (stacheh) \_\_\_\_\_<sup>15</sup> are securely fastened.

#### 4 Pre-flight checks continue on the flight deck. Name as many items as you can in these pictures.



#### 5 Match the sentence halves. Then match each sentence to a picture above.

- |   |  |
|---|--|
| 1 Certificates and other documents must   | a equipment are safely stowed away.        |
| 2 Documentation for any unusual cargo or  | b be carried on the flight.                |
| 3 Instruction manuals may be needed for   | c dangerous substances must be checked.    |
| 4 Oxygen bottles, medical kit, and other  | d gets missed from the routine procedures. |
| 5 Checklists ensure nothing               | e troubleshooting if a fault occurs.       |
| 6 A security search ensures no suspicious | f items have been smuggled on board.       |

#### 6 List items which the aircraft must carry on each flight. Which items must the aircraft not carry?

##### VOCABULARY

British English  
torch

American English  
flashlight

#### 7 Find words in exercise 5 to match the meanings below.

- finding and correcting a fault
- items for emergency medical treatment
- materials that cause harm
- operations carried out regularly
- packed/stored in a tidy way
- brought secretly

#### Look again at the pictures in exercise 4. Answer the questions.

- picture A Why are these books carried on the flight?
- picture B When/how would the items in the picture be used?
- picture C What precautions are taken at airports to keep prohibited items off planes?
- picture D What documents may be carried on the flight?
- picture E Can you give an example of a load that requires a NOTOC?
- picture F In your experience, what problem found on a pre-flight check has delayed departure?



AUDIO



## COMPREHENSION


## 8 Listen to the two exchanges. Answer the questions.


- 1 Which one uses plain English? Which one uses standard phraseology?
- 2 Why is plain English used?

## 9 Choose the best ATC responses to complete each exchange.


## Exchange 1

- a Sorry – you're totally unreadable.
- b Say again, calling.

 Ground, Speedbird 305 radio check box 1 on 119.4.


 Speedbird 305. I want to do a radio check on box 1. 119.4, please.


 1 \_\_\_\_\_


 2 \_\_\_\_\_


## Exchange 2

- a Fedex 36, go ahead, sir.
- b Fedex 36 no, it's fine sir. You don't need any documents for Malaysia now.
- c Fedex 36, no sir. There's no special documentation needed.


 Er, yes. Ground, I want to check on the load today. Fedex 36.

 I've got a quantity of aerosols – for insect spraying. They're OK, but I've got a live snake on board, and there's no documentation. Fedex 36.

 You're sure? Won't I need documents on arrival in Kuala Lumpur? Fedex 36.


 1 \_\_\_\_\_


 2 \_\_\_\_\_


 3 \_\_\_\_\_

## Exchange 3


- a B344, my apologies. The computer has failed again so that's obviously the reason.
- b OK – er – B344. I have your flight plan. Start up approved. The temperature is plus 17.
- c Sorry B344. I've no flight plan for B344. Stand by. I'll check you out.
- d B344, stand by. I'll get back to you very shortly.


 Ground, request start-up, B344.

 Ground, the plan was filed a couple of hours ago. B344.

 While we're waiting for our clearance, is there a clear area we can taxi to? I want to do a run-up. B344.

 1 \_\_\_\_\_

 2 \_\_\_\_\_

 3 \_\_\_\_\_

 4 \_\_\_\_\_

AUDIO



## Listen and check your answers. Then answer the questions.

- 1 In exchange 1, what problem does the pilot have?
- 2 In exchange 2, why was the pilot concerned?
- 3 In exchange 3, did the pilot file his flight plan on time?  
Why does he have to wait?



## PRONUNCIATION

## 10 Put the words in the correct column.

cargo • control • unload • problem • something • pitot • delay

• •	• •
cargo	control

Listen and check your answers.

## INTERACTIONS

## 11 Work with a partner. Look at the pictures. Ask ATC for a delay in start up. Explain why.

## USEFUL PHRASES

## Asking for more time

Can we have more time?

Can we delay until 05?

We need 20 minutes.

## Giving a reason

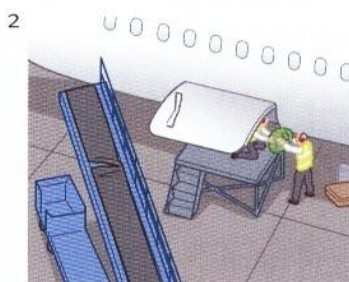
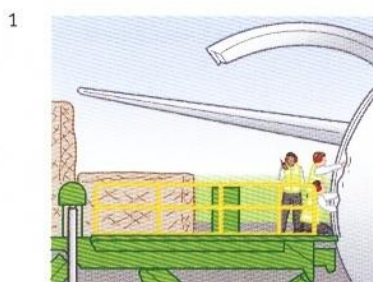
We have a problem with the cargo door.

There's something wrong with the conveyor belt.

## Saying what you're going to do

We're going to try to fix it.

We're going to unload the plane.



You are a controller. Give advice to the pilot.

## USEFUL PHRASES

## Saying there's a problem.

Speedbird 267, departure delayed until 25.

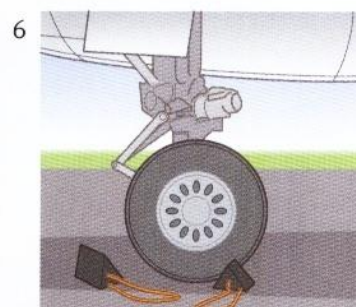
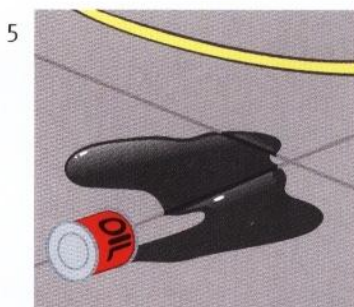
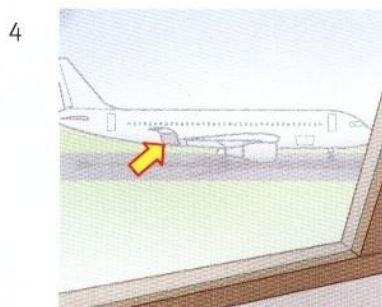
Cessna 945, check your pitot cover.

KE242, I can see a hatch open.

## Requesting action

Can someone move the chocks, please?

Is someone going to clean that up?



## 12 Work with a partner to practise an exchange between a transatlantic pilot and a controller.

## PARTNER FILES

Partner A File 2, p. 70  
Partner B File 9, p. 72

## COMPREHENSION

**13** What items do you normally hear in an ATIS (Automatic Terminal Information Service) broadcast? Make a list.

AUDIO



12

**14** Listen to the ATIS broadcast. Choose the correct answer to each question.

- |  |  |
|--|--|
| <p><b>1</b> What was the ATIS identifier letter?</p> <p>a Z<br/>b S<br/>c H<br/>d R</p>  | <p><b>5</b> What was the QNH setting?</p> <p>a 997 hPa<br/>b 987 hPa<br/>c 1027 hPa<br/>d 1007 hPa</p>   |
| <p><b>2</b> When was the message broadcast?</p> <p>a 1510<br/>b 1755<br/>c 1515<br/>d 1715</p>                                 | <p><b>6</b> Which was the departure runway?</p> <p>a 22 left<br/>b 22 right<br/>c 23 left<br/>d 23 right</p>   |
| <p><b>3</b> What was the direction of the wind?</p> <p>a 230 degrees<br/>b 160 degrees<br/>c 210 degrees<br/>d 260 degrees</p> | <p><b>7</b> Which runway was closed?</p> <p>a 29<br/>b 28<br/>c 18<br/>d 19</p>  |
| <p><b>4</b> What height is the lowest cloud?</p> <p>a 3500 feet<br/>b 2600 feet<br/>c 3900 feet<br/>d 2500 feet</p>            | <p><b>8</b> What local hazard was mentioned?</p> <p>a Ice on runway<br/>b Workman close to runway<br/>c Birds in the area<br/>d Runway 22 closed</p> |

AUDIO



13

**15** Listen to the ATIS broadcast. Complete the form.

Airport \_\_\_\_\_ <sup>1</sup>

ATIS information identifier letter \_\_\_\_\_ <sup>2</sup>

Time of report \_\_\_\_\_ <sup>3</sup>

Wind direction/speed \_\_\_\_\_ <sup>4</sup>

Visibility \_\_\_\_\_ <sup>5</sup>

Ceiling \_\_\_\_\_ <sup>6</sup>

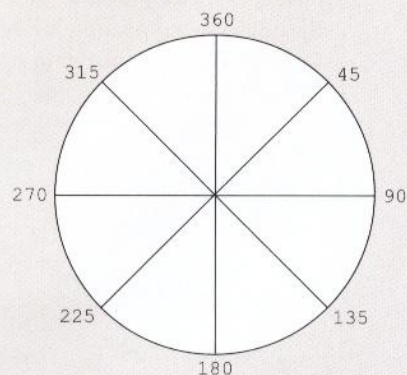
Temperature \_\_\_\_\_ <sup>7</sup>

Dew point \_\_\_\_\_ <sup>8</sup>

QNH \_\_\_\_\_ <sup>9</sup>

Instrument approach and runways in use \_\_\_\_\_ <sup>10</sup>

NOTAMS \_\_\_\_\_ <sup>11</sup>

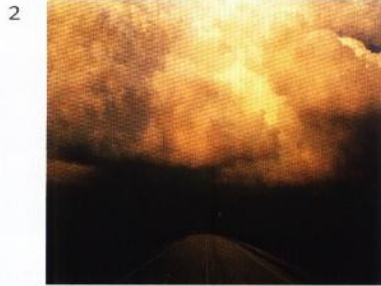


Sketch wind direction

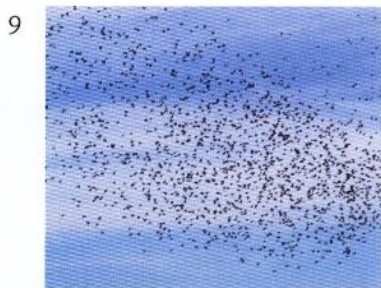


## VOCABULARY

**16** Other broadcasts may contain more information on local conditions. Match the words to the pictures.



- a birds
- b CB clouds
- c earth tremors
- d hail
- e heavy rain
- f sandstorm
- g slush
- h snow drifts
- i strong winds
- j volcanic cloud



## COMPREHENSION

**17** Listen. Match each message to a picture above.

message 1 \_\_\_\_\_

message 3 \_\_\_\_\_

message 5 \_\_\_\_\_

message 2 \_\_\_\_\_

message 4 \_\_\_\_\_



## OUTPUT

Read the article and answer the questions.

*My first long-haul flight was cancelled*

As a flight attendant, I'd flown short haul many times, but this was my first long haul flight. I was quite excited – so it was a bit of a shame that we never even got off the ground!

The captain had just started up – I went onto the flight deck for a minute, and as I opened the door, all the instruments were going crazy – flickering and flashing on and off. There was a funny noise, too. A sort of crackling sound. I didn't know what was going on, so I made a quick exit back to the cabin. Then, a few seconds later the smoke alarms went off. Nobody did anything at first – there was no smoke, so we just carried on getting everything ready for the safety announcements.

The chief steward went up to the flight deck though, and as soon as he opened the door, there was a sort of electrical burning smell. It was faint, but it was definitely something burning.

That's when it was obvious this wasn't a false alarm. The engines were shut down immediately. The chief steward came back and told us that both the ground crew and ATC had seen smoke coming from the plane.

The captain calmly taxied us back to a nearby stand and we got the passengers off as quickly as possible. It all worked really well. No one panicked. The fire service arrived straightaway and did a thorough check. Apparently they found quite a lot of damage from electrical arcing. We were very lucky that there hadn't been a fire.



## OVER TO YOU

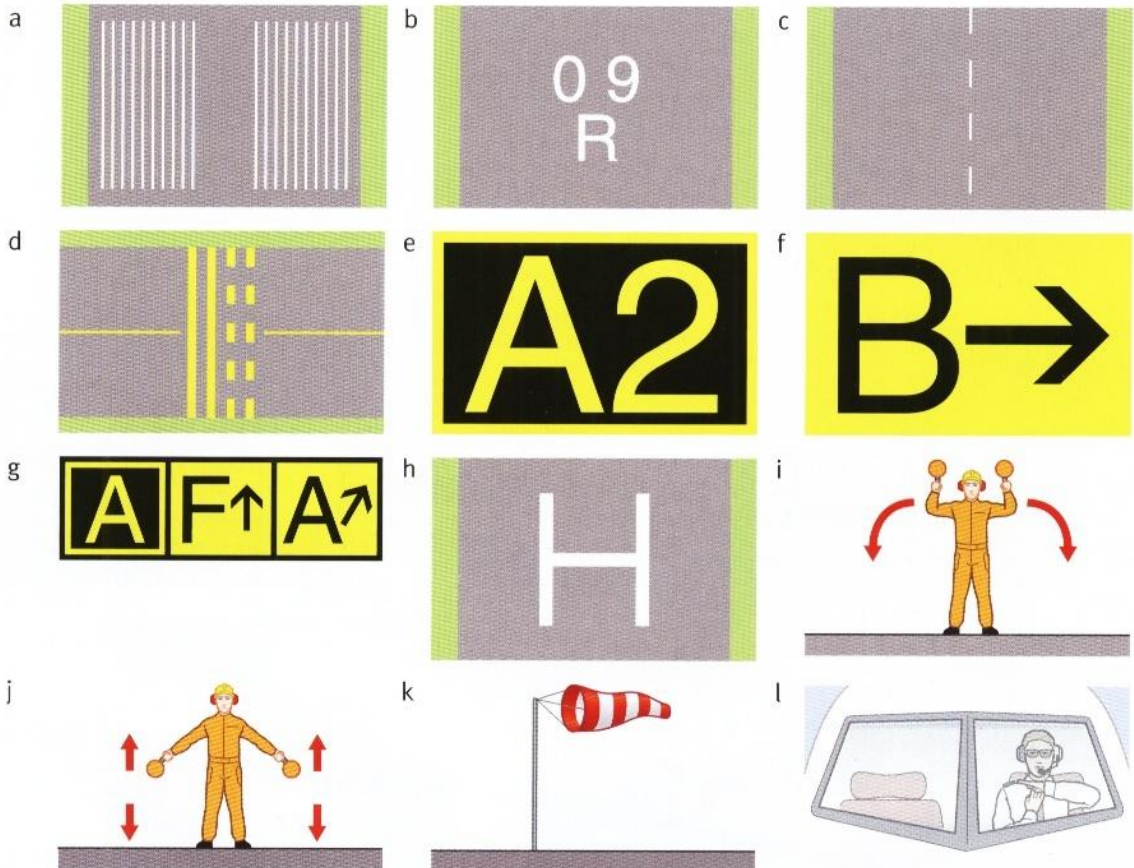
Name another safety feature which could prevent a minor incident becoming a disaster.  
What is the manufacturer likely to do after this incident?  
Have you heard of similar incidents on other aircraft?

## 3

## Ground movements

## STARTER

Look at the signals and signs. Where do you find them? Can you say what they mean?



Match the signs and signals above with the names below.

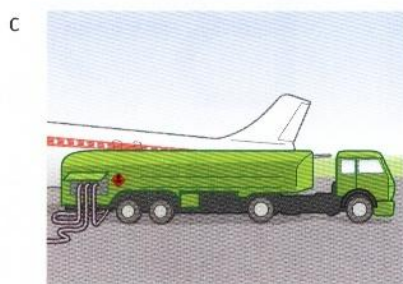
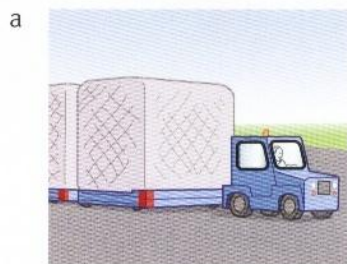
- |                                |                                |
|--------------------------------|--------------------------------|
| 1 centre line marking          | 7 reserved for helicopter      |
| 2 runway taxi holding position | 8 move ahead                   |
| 3 runway designator            | 9 taxiway A changing direction |
| 4 taxiway location sign        | 10 slow down                   |
| 5 direction sign               | 11 threshold markings          |
| 6 connect ground power         | 12 wind direction and speed    |

Now mark items 1–12 above with G (ground/surface marking), SN (sign) or SG (signal). Do you have any experience of signs or signals that were confusing or difficult to see? What was the problem?



## VOCABULARY

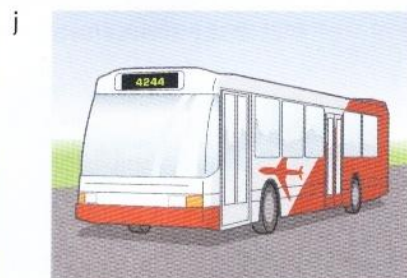
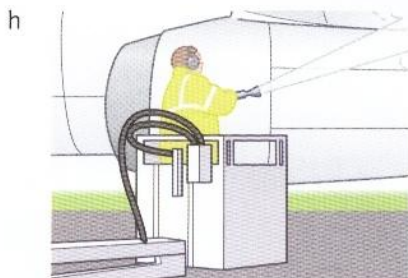
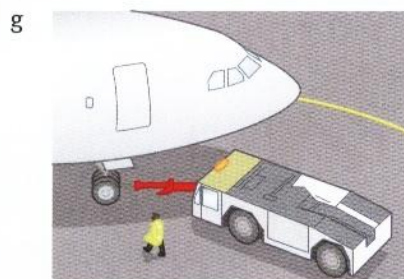
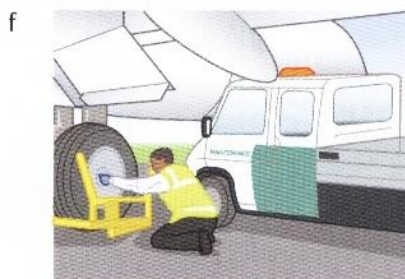
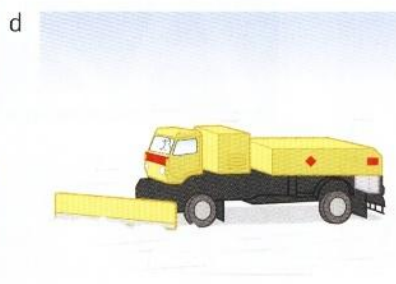
## 1 Match each picture to a name and an action.



## Vehicle

## Action

- |                     |                                     |
|---------------------|-------------------------------------|
| 1 aircraft de-icer  | transporting passengers             |
| 2 bus               | spraying icy wings                  |
| 3 fire engine       | transporting construction materials |
| 4 flat-bed truck    | reversing planes                    |
| 5 fuel tanker       | repairing flat tyres                |
| 6 heavy plant       | putting out fires                   |
| 7 maintenance truck | getting rid of compacted ice        |
| 8 push-back tug     | delivering kerosene                 |
| 9 snowplough        | clearing debris                     |
| 10 sweeper          | carrying cargo                      |



What is each vehicle used for? Use *is used for*.

A de-icer is used for spraying icy wings.

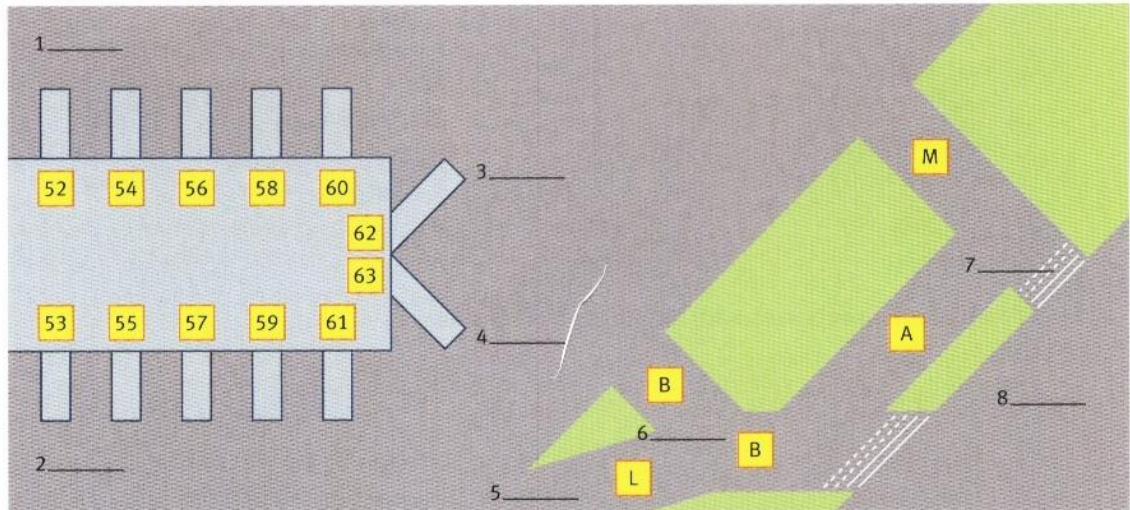
British English  
snowplough  
kerosene

American English  
snowplow  
jet fuel

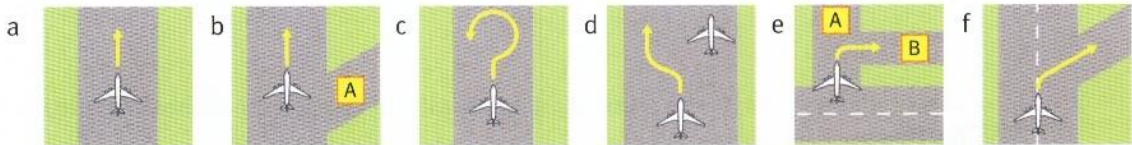


## 2 Listen. Where are the airside vehicles? Mark their locations.

RYR 372 • fire tender • BA Bus 5 • sweeper • de-icer • RYR 355 • UAL 439 • maintenance truck



## 3 Match the words and phrases for movement with the pictures.



- |                            |                        |                       |
|----------------------------|------------------------|-----------------------|
| 1 keep well to the left of | 3 turn on to taxiway B | 5 go straight ahead   |
| 2 backtrack                | 4 taxi off the runway  | 6 go beyond taxiway A |

### COMPREHENSION

## 4 Match the sentence halves.

- |                       |                                |
|-----------------------|--------------------------------|
| 1 I have to be near   | a due to works.                |
| 2 I have a flat tyre  | b on the nose gear.            |
| 3 Do you need         | c a radio problem.             |
| 4 I've got            | d a push-back tug?             |
| 5 A maintenance truck | e our maintenance area.        |
| 6 Taxi with caution   | f is on its way for your flat. |

Now listen and check your answers.

### FLUENCY

## 5 Listen again. Answer the questions or discuss them with a group.

- How many planes is ground control dealing with?
- Describe the tug driver's difficulty.
- What plane does KLM 219 give way to?
- Why is the KLM pilot impatient?
- What's the difference between *Taxi slowly* and *Taxi with caution*?





## STRUCTURE

## PERMISSION, OBLIGATION, PROHIBITION

**Strong obligation: *have (got) to, must, mustn't, shall***

Pilots **have to** get clearance for flight plans.  
 Passengers **mustn't** carry fireworks on board.  
 All passengers **shall** pass through security.

**Recommendation: *should/ought to***  
 You **ought to** slow down.

**No obligation: *don't have to, needn't***

Snowplough drivers **don't have to** report to pilots.

**Permission: *may, can, are allowed to***  
 Request taxi. You **can** route via taxiway.  
 You **may** proceed.

**Prohibition: *can't, don't***  
 You **can't** start up.

**Don't** let the passengers enter the flight deck.

## 6 Complete the sentences with the words from the box.

mustn't • should • have to • don't have to • are allowed to

- Passengers \_\_\_\_\_ label their luggage clearly.
- Passengers \_\_\_\_\_ carry compressed gases or other dangerous items on board.
- Passengers \_\_\_\_\_ check in on the internet, but it's usually easier.
- Passengers \_\_\_\_\_ take a small bag onto the plane with them.
- Passengers \_\_\_\_\_ show their passports when they check in for an international flight.

## 7 Ground movements are often expressed using phrasal verbs. Use the prepositions in the box to complete the phrasal verbs.

off • on • up • down • back • around

- Flight KLM 546 slow \_\_\_\_\_! You are taxiing too quickly.
- My flat tyre made the steering unresponsive. I almost skidded \_\_\_\_\_ the runway.
- Tug 4, you'll have to go \_\_\_\_\_ to stand 17 and assist SAS 418.
- Ground Control Bus 4. Acknowledge stand change. Turn \_\_\_\_\_ and proceed to stand 13.
- Gulf Alpha Bravo Lima, permission to carry \_\_\_\_\_ past the stationary 757.
- China 412 pick up a little speed and catch \_\_\_\_\_ with the Airbus ahead of you.

## PRONUNCIATION

AUDIO



17

## 8 Listen. Underline the words that are stressed in each sentence.

- Can I change stand?
- I have to be near our maintenance area
- I have a flat tyre on the nose gear.
- Hang on a minute.
- Did you get my message?

**Now listen again and check your answers.**

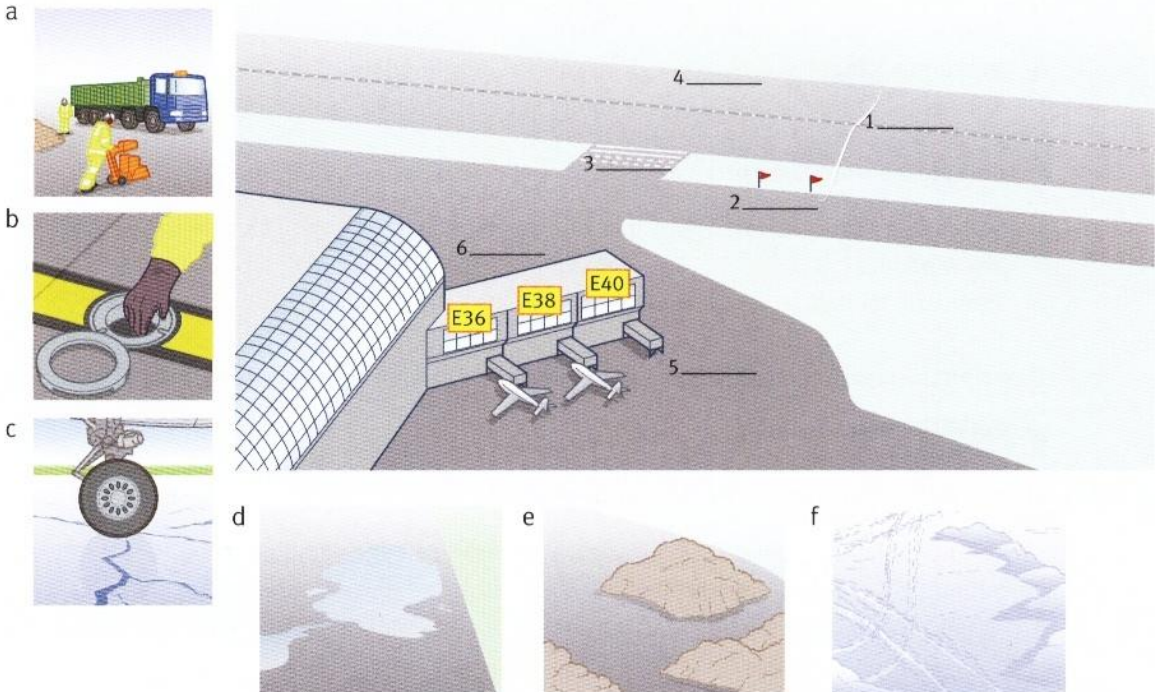
## 9 Which important words are stressed in these sentences?

- 1 Taxi with caution due to works.
- 2 Hey, I can see lots of works.
- 3 Request closest available stand.
- 4 Is that possible?
- 5 I don't want to be difficult.

**Listen and check your answers. Then practise the sentences with a partner. Make sure you use the correct intonation.**

### COMPREHENSION

## 10 Controllers may give other essential information about local conditions. Listen to the audio and match the potential hazards to the numbered positions on the diagram.



## 11 Listen again and complete the sentences.

- 1 Be informed. Centreline lights out of order \_\_\_\_\_ runway 27.
- 2 Caution. Construction work \_\_\_\_\_ the edge of the taxiway. It's marked by red flags.
- 3 Be advised. Ice reported \_\_\_\_\_ the holding area. Braking action poor. Caution.
- 4 Be advised. Standing water \_\_\_\_\_ the midpoint on the runway.
- 5 Caution. Slush \_\_\_\_\_ stand E40.
- 6 Be advised. Edge of apron partly covered \_\_\_\_\_ gravel opposite the terminal building.

### INTERACTIONS

## 12 Work with a partner to practise instructions.

### PARTNER FILES

Partner A File 3 p. 70  
Partner B File 11, p. 72

### USEFUL PHRASES

There's some oil on the apron near stand D15.  
Watch out for the dog near taxiway Alpha.  
Be advised taxiway Charlie is partially flooded.

Suggest another taxiway.  
Be advised of broken down truck ahead.  
Request diversion, change of stand.



## COMPREHENSION



### 13 Bad weather may cause problems on the ground. Listen to Ground speaking to two pilots. Answer and discuss the questions.

- |   |   |
|---|---|
| 1 Why is the Finnair flight taxiing with caution? | 5 Does SIA 107 get approval for start-up? |
| 2 Why is the Singapore Airlines pilot impatient?  | 6 Why does Finnair need to hold position? |
| 3 Has SIA 107 lost her slot time?                 | 7 What weather warnings are given?        |
| 4 What is SIA 107's new slot time?                | 8 What hazard is on the taxiway?          |

## VOCABULARY

### 14 Match the words to describe weather conditions.

- | A         |               | B         |          | C                  |
|-----------|---------------|-----------|----------|--------------------|
| 1 dense   | thunderstorms | 1 flash   | dust     | 1 drifting showers |
| 2 gusting | fog           | 2 broken  | flooding | 2 scattered storms |
| 3 severe  | winds         | 3 blowing | clouds   | 3 tropical snow    |

**In what places would you often expect to find these weather conditions?**

- |                         |                   |                      |
|-------------------------|-------------------|----------------------|
| 1 widespread sandstorms | 4 hot dry summers | 7 cool moist winters |
| 2 snow and ice          | 5 fog and drizzle | 8 typhoons           |
| 3 monsoon rainfall      | 6 hurricanes      |                      |

**Describe the weather conditions at your own international airport in June and in December.**

## COMPREHENSION



### 15 Listen. Write T for true and F for false. Speedbird 937 ...

- |  |   |
|--|---|
| 1 reports at holding point L4.             | 4 acknowledges holding at L3.                         |
| 2 reports giving way to the Airbus 320.    | 5 is asked to clear the runway.                       |
| 3 is not prepared for immediate departure. | 6 reports that the Airbus 320 has stopped on taxiway. |

## VOCABULARY

### 16 The Airbus 320 has stopped on the runway. Work with a partner to give as many reasons as possible why planes may stop.

- |                                     |                               |
|-------------------------------------|-------------------------------|
| 1 Technical problem such as _____.  | 4 Emergencies such as _____.  |
| 2 Human factors such as _____.      | 5 Other causes such as _____. |
| 3 Weather conditions such as _____. |                               |

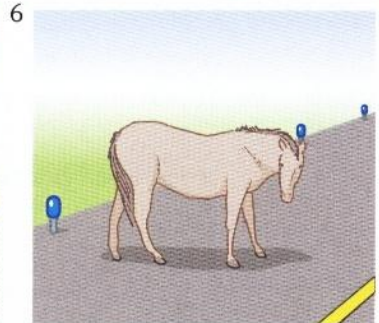
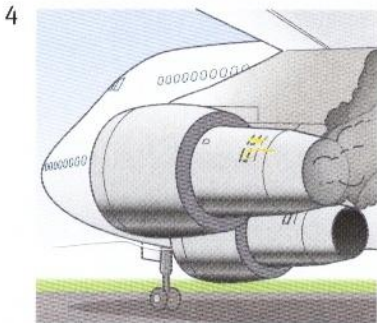
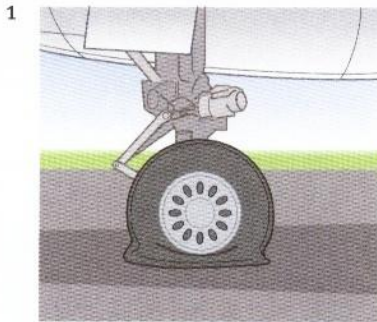
**Put these problems in the categories above.**

break-down • fuel spillage • de-icing • malfunction • mechanical problems  
 • unruly passengers • engine failure • engine stall and surge • jammed doors  
 • being stuck in the mud • collisions • sick passengers • sick pilot • flash flooding  
 • heavy snowfall • poor visibility • engine on fire • police/customs control  
 • medical emergency • blocked runway • runway incursion • industrial action  
 • lost luggage • terrorism • animal on the runway

## INTERACTIONS

Have you experienced any of the situations in exercise 16?

**17** Look at the pictures. Explain the problems to your partner.



## EXPLAINING PROBLEMS

There seems to be a problem with the door.  
We've got a problem with the service hatch.  
Stand 6 seems to be blocked.  
The cargo door appears to be stuck.

Engine number 2 has a malfunction.  
There's a burst tyre.  
We've got a bit of a problem.  
We may have a situation here.

## COMPREHENSION

**18** What happened to the Airbus 320? Complete this sentence with the exact words used by ground control.

ATC The Airbus 320 is being towed off Runway 24 because of \_\_\_\_\_.

## INTERACTIONS

**19** With a partner take the problems from your list in 16 on page 26 and use these phrases to say that the problem has been solved.

## SAYING A PROBLEM HAS BEEN SOLVED

The delay/wait/problem is over.  
It's been repaired.  
The customs have finished their controls.  
All clear.  
You've got the green light.  
Go ahead, all clear.

It was a false alarm. We're back to normal.  
The situation is under control.  
The Airbus problem seems to be over.  
It was nothing serious.  
It's all over, let's get on.



## INTERACTIONS

**20 Work with a partner to practise the exchange below. Take turns being the controller and the pilot.****Controller**

Tell pilot to proceed to holding point L and prepare for departure.

Tell pilot there is a problem.

Say problem over, prepare for departure.

Tell pilot to line up and hold.

Tell him he is cleared for take-off.

**Pilot – Flight IBE 324**

Confirm.

Confirm.

Confirm.

Confirm.

Confirm.

*Iberia 324, proceed to holding point Lima and prepare for departure.*

*Iberia 324 proceeding to holding point Lima.*

## OUTPUT

**Read the article and answer the questions.****Shortened runway exposes serious safety concerns**

A Boeing 737-86N, with seven crew and 190 passengers on board, was beginning a flight. Runway 06L was in use but the flight crew were not aware that this runway was being operated at reduced length.

This was due to work-in-progress to remove rubber deposits at the far end of the runway, which was out of sight from the 06L threshold end as the runway is built over a slight rise in the ground. Due to a difference of interpretation of information passed between Air Traffic Control (ATC) and the flight crew, the aircraft entered the runway from holding point AG rather than the expected holding point A, and the takeoff was conducted using a reduced thrust setting calculated for the assumed normal runway length. As the aircraft passed the crest of the runway, the flight crew became aware of vehicles at its far end but, as they were now close to their rotation speed, they continued and carried out a normal takeoff. The aircraft passed within 56 feet of a 14 foot high vehicle.

**Notes**

- A NOTAM was issued informing runway 06L works-in-progress.
- The co-pilot listened to the ATIS broadcast which contained details about the weather, bird activity and the work-in-progress.
- Radio communications between ATC and the flight crew regarding the lining up point were misinterpreted by both parties.
- There were seven vehicles at the end of the runway.
- Work was in progress at the time of the incident.
- There was no blanking of runway lighting in the works-in-progress area.
- ATC advised the pilots about the reduced runway distance for take-off but taxi instructions did not give a specific holding point.
- The end of the runway was not visible at the threshold.
- The aircraft was travelling too fast to abort.
- The aircraft was 9 tonnes overweight for a reduced runway take-off.
- The pilots did not believe they had been in a serious incident and did not make a report.
- ATC witnessed the incident but it was not reported immediately.

**OVER TO YOU**

Do you think runway 06L should have been used?

Do you have experience of a similar situation?

What recommendations could be made based on this report?

## 4

## Departure, climbing, and cruising

### STARTER

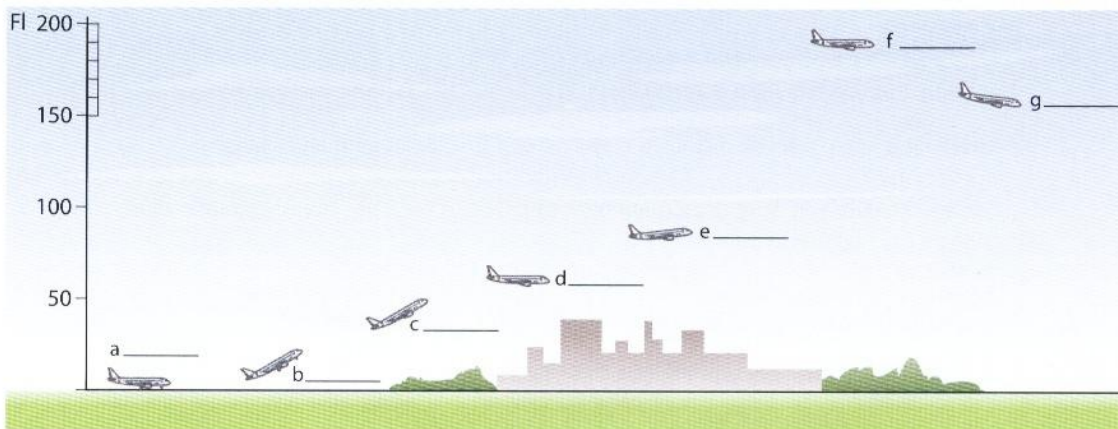


How many reasons can you think of for late departure? Make a list.

### COMPREHENSION



1 Listen to seven exchanges. Write the number of the exchange at the correct point on the diagram.



Listen again. Answer the questions.

- exchange 1 Why didn't the pilot have the full runway length? Give two reasons.
- exchange 2 What was the call sign of the aircraft?
- exchange 3 How far out is the incoming traffic?
- exchange 4 Was the aircraft instructed to turn right or left heading 090?
- exchange 5 What is the standard radiotelephony phrase for *Just stay on the same heading for the time being?*
- exchange 6 What heading is 963 given at the new level?
- exchange 7 What was the wind speed?

Look at the transcripts on page 88. For each situation, think of what would be said next. Use standard phraseology whenever possible.



## 2 Match each incident or event from exercise 1 with a description.

Incident/event	Description
1 near collision	a aircraft appears on radar screen
2 identified	b avoiding manoeuvre appropriate
3 level bust	c danger – aircraft are too close
4 airprox	d aircraft doesn't become airborne
5 conflicting traffic	e waiting or delaying
6 holding	f traffic on collision course
7 aborted take off	g over 300 feet outside assigned level

### PRONUNCIATION

## 3 Put the words in the correct column according to the underlined sound.

service • change • instead • wish • check  
 • sorry • say • sure • approach

/s/	/ʃ/	/tʃ/
sierra	short	charlie

Listen and check your answers.

### STRUCTURE

#### CHECKING AND ASKING FOR AN ALTERNATIVE

##### Checking

Are you sure?  
 Can you confirm you want us to climb back to 120?  
 Did you say flight level 90?

##### Asking for an alternative

Do you mind if we have a level change **instead**?  
 Can I use runway 9 **rather than** runway 18?

## 4 Use words from the questions above to complete the sentences.

- \_\_\_\_\_ you say you checked the QNH setting?
- \_\_\_\_\_ you sure you don't want us to use taxiway X?
- Sorry, can we use runway 23 \_\_\_\_\_ of runway 28?
- \_\_\_\_\_ you say you wanted medical assistance?
- Can I change to FL 350 \_\_\_\_\_ than 310?
- \_\_\_\_\_ you confirm that you've reached FL 150?

Listen and check your answers. Which words are used for ...

- an affirmative answer?
- a negative answer?

AUDIO



24

AUDIO

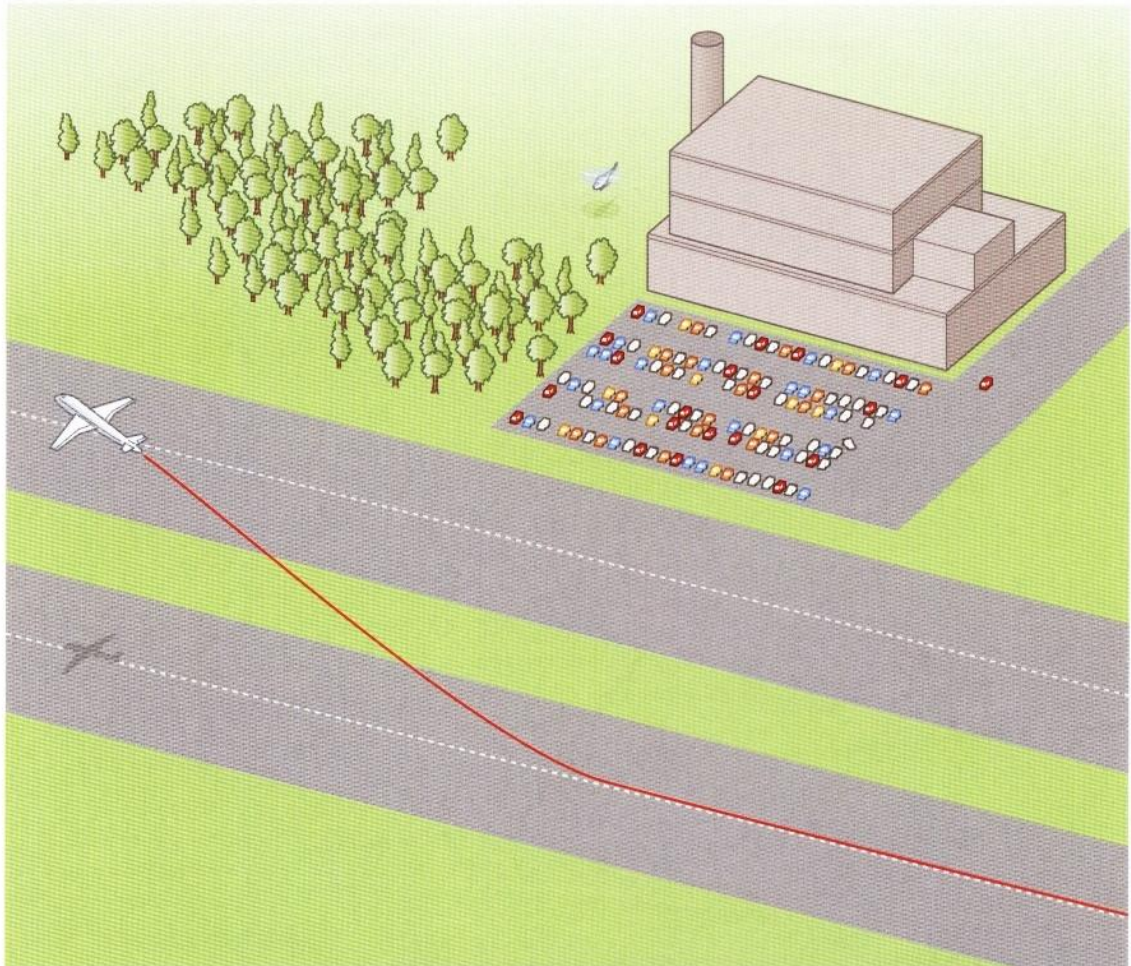


25

## COMPREHENSION



**5** Look at the diagram. Listen to the exchange and complete the sentences from the second part of the exchange.



- Pilot* We have no visual with helicopter. Are you sure? L556.  
*ATC* L556, the helicopter is \_\_\_\_\_<sup>1</sup> the runway, sir.  
*Pilot* What? He's not even \_\_\_\_\_<sup>2</sup> the ground?  
*Co-pilot* Ah! I've got him. No conflict. Over there, look! He's hovering about 100 feet up, \_\_\_\_\_<sup>3</sup> 3 o'clock. \_\_\_\_\_<sup>4</sup> the airfield. \_\_\_\_\_<sup>5</sup> the chimney. Just \_\_\_\_\_<sup>6</sup> that large building.  
*Pilot* Where?  
*Co-pilot* Well \_\_\_\_\_<sup>7</sup> to the right. \_\_\_\_\_<sup>8</sup> the car park, \_\_\_\_\_<sup>9</sup> the trees, \_\_\_\_\_<sup>10</sup> the chimney. In fact if he gets any closer he'll bump \_\_\_\_\_<sup>11</sup> it! It's fine. No problem. He's well \_\_\_\_\_<sup>12</sup> our path.

**6** Answer the questions.

- 1 Which words did the controller confuse?
- 2 Is this a language problem or an operational problem?

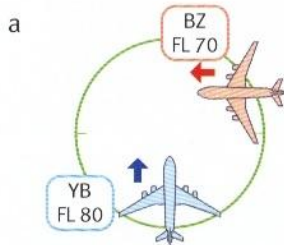


## VOCABULARY

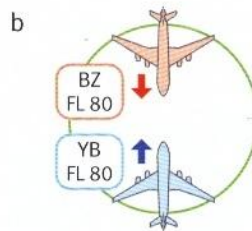
## 7 Use eight prepositions from the box to complete the aircraft positions.

## PREPOSITIONS

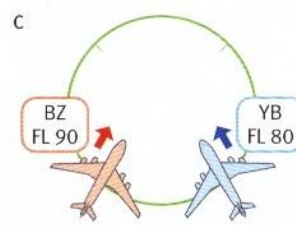
above	across	behind	next to	into	on
beyond	at	away	in front of	over	below



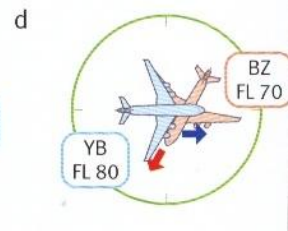
BZ is moving  
\_\_\_\_\_ <sup>1</sup> YB's  
path.



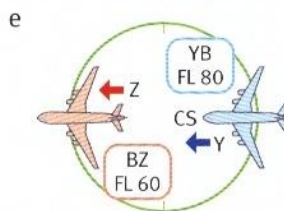
BZ and YB will crash  
\_\_\_\_\_ <sup>2</sup> each  
other unless they take  
avoiding action.



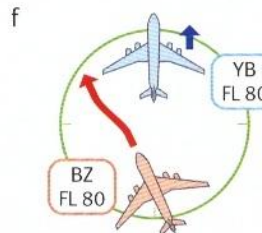
BZ is \_\_\_\_\_ <sup>3</sup> YB.



BZ is \_\_\_\_\_ <sup>4</sup> YB.



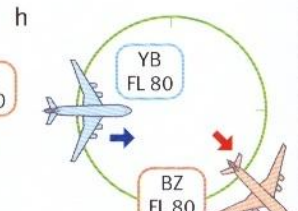
BZ is \_\_\_\_\_ <sup>5</sup> YB.



BZ is \_\_\_\_\_ <sup>6</sup> YB.



BZ is \_\_\_\_\_ <sup>7</sup> YB.



BZ is \_\_\_\_\_ <sup>8</sup> YB's  
path.

## 8 Match each pair of aircraft (a-h) above to a description.

- |                              |                                  |
|------------------------------|----------------------------------|
| 1 _____ parallel             | 5 _____ diverging                |
| 2 _____ converging           | 6 _____ same direction           |
| 3 _____ opposite             | 7 _____ overtaking               |
| 4 _____ directly above/below | 8 _____ crossing (right to left) |

## COMPREHENSION

## 9 Now listen. Write the letter of the diagram (a-h) above that matches each exchange.

- |         |         |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |