

OXFORD Business English

English for **Aviation**

for Pilots and Air Traffic Controllers

Sue Ellis
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EXPRESS SERIES



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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.

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PAGE	UNIT TITLE	TOPICS	USEFUL LANGUAGE AND STRUCTURES
5	1 Introduction to air communications	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	2 Pre-flight	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	3 Ground movements	Airport markings and airside vehicles Taxiing and holding Weather problems	Permission, obligation, prohibition Explaining problems Saying a problem has been solved
29	4 Departure, climbing, and cruising	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	5 En route events	Operational situations Unusual events Medical situations	Comparing things Talking about probability
45	6 Contact and approach	Descent Circuit joining Approach and landing problems	Talking about time Explaining changes in plans Talking about cause and effect Requests
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61	8 On the ground	Taxiing Getting to the gate Clear communication	Explaining what happened Saying what will happen

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74	Answer key
84	Transcripts

About the book

Contents

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 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.

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 <u>ait</u>
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.

5

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 <u>1</u> 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.

- 1 What is the main communication problem?
- 2 How did the pilot try to help the controller understand?
- 3 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 ¹ a pilot may be able to use _____ ² phraseology for a non-routine event, but he will _____ ³ have to use _____ ⁴ English. In this event he had to use _____ ⁵ phraseology but tried to assist the controller by not using any _____ ⁶ 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 _____ ⁷ dealt with domestic flights and _____ ⁸ spoke to a foreign pilot. This can _____ ⁹ be a problem for controllers as they get little practice with spoken English and _____ ¹⁰ speak to local pilots in the _____ ¹¹ language. A non-English speaker will _____ ¹² be alone in this situation and help will _____ ¹³ 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 _____¹
this high speed a bit longer? Wolfair 60.

ATC Wolfair 60, for the time being, yes. I'll _____² 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 _____³ – then we'll land with all three up. B67.

ATC B67, do you want to _____⁴ for a low pass? We can _____⁵ your
landing gear when you _____⁶.

Pilot OK, roger. B67.

ATC B67, have you got the field in sight?

Pilot B67, affirm. When I _____⁷ 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?



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?

1. Are the plain English phrases necessary?

2. What does the controller agree to?

3. Can you replace the plain English with correct phraseology?

Exchange 2

1. Which gear is a problem?

2. What does the controller suggest?

3. What will the pilot do if the problem remains?