

8 AIR TRAVEL

UNIT MENU

Grammar: modal verbs

Vocabulary: airport facilities, giving directions

Professional skills: dealing with difficult passengers

Game: The Airport Game

Aims and objectives

In this lesson students will:

- listen to facts and figures about Heathrow Airport
- focus on airport facilities
- practise asking for and giving directions

FACT FILE

Heathrow was the first airport in London and was originally called London airport. Now there are five airports in London: Heathrow to the west, Gatwick to the south, Stansted to the northeast, Southend to the southeast and Luton to the northwest (Luton, Southend and Stansted are counted as London airports though they are all well outside greater London). Heathrow has five terminals (T5 opened in 2008), with controversial plans for a third runway.

Vocabulary

BIG NUMBERS/AIRPORT FACILITIES

Exercise 1, page 68

Focus students' attention on the photo and elicit what it shows. Tell students they are going to listen to some Heathrow Airport facts and figures for 2010 and allow them time to read the text before playing the recording. After listening students compare answers in pairs before going through them as a class.

- 1 thirteen hundred/1,200
- 2 one hundred and /ninety thousand/190,000
- 3 sixty-nine million/69,000,000
- 4 two/2
- 5 half a million/500,000

Heathrow is unusual in that it only has two runways for all these flights every year.

Audio script Track 8.1, Exercise 1, page 125

Heathrow is one of the world's busiest airports. There are over thirteen hundred flights a day, carrying on average 190,000 passengers. Heathrow deals with nearly 69 million arriving and departing passengers every year. And most

incredible of all, Heathrow has only two runways for almost half a million flights a year, making it the busiest international air space in the world.

EXTRA ACTIVITY

Write the information below (on saying big numbers) on the board for students to complete in pairs.

1,300 = one thousand three hundred or ¹

69,000,000 = ²

500,000 = five hundred thousand or ³

Use *almost*, *nearly* and *over* to *round up* or *round down* big numbers to make them simpler to say, e.g.

1,231 flights a day = ⁴

69.7 m passengers every year = ⁵

449,220 flights a year = ⁶

Use a comma (,) to separate thousands and millions, e.g. 1,000,000.

Use a full stop (.) to indicate decimals, e.g. 43.7.

Answers

- 1 thirteen hundred
- 2 sixty-nine million
- 3 half a million
- 4 over twelve hundred
- 5 nearly seventy million
- 6 almost half a million

Exercise 2, page 68

Put students into pairs and allot roles A and B. Allow time for students to read their information and prepare questions. With a weaker class, As and Bs could prepare in pairs before returning to their original partners. Monitor during the activity, noting good language use and when students have finished, ask them to check their answers with their partner. Round up by eliciting the missing information as a class, checking on the pronunciation of the large numbers given.

See Pairwork files.

Suggested answers

- 1 How many airlines operate at Heathrow?
- 2 How many destinations does Heathrow serve?
- 3 How many passengers arrive and depart per day?
- 5 Which is the busiest terminal?
- 6 How many international passengers are there?
- 7 How many people work at Heathrow?

Exercise 3, page 68

Refer students to the illustrations and ask them to match them to the facilities, either alone or in pairs. Check answers with the class and elicit other airport facilities, listing them on the board. Add in suggested answers or alternatives as useful and point out that in British English an *underground* station (known as the *tube* in London) is the same as a *metro* station in American English.

- 1 Gates 2 Baggage reclaim
 3 Luggage trolleys 4 Currency Exchange
 5 Customs 6 Passport control 7 Toilets
 8 Check-in desks

Other facilities:

underground/metro station, flight connections (transfers) departure lounge/seating area/VIP lounge, car hire (rental) counters, hotel reservations, baggage wrap service, cash machine (ATM), business centre, baby changing/care facilities, tourist information desk.

Exercise 4, page 68

Find out if students are more used to American or British English. Students match the American English words to the British English ones, comparing answers with a partner before class feedback. Discuss with students which words are generally used in their own country's airports (AmE or BrE). Point out some more differences between AmE and BrE, e.g. (*security*) *bin* and *driver's license* (AmE); (*security*) *tray* and *driving licence* (BrE).

- 1 ATM – cash machine
- 2 car rental – car hire
- 3 carry-on bags – hand baggage
- 4 cart – trolley
- 5 check-in counter – check-in desk
- 6 elevator – lift
- 7 parking lot – car park
- 8 restroom – toilet

Listening

WHERE ARE THEY?

Exercise 5, page 69

Students complete the sentences using the words in the box before discussing in pairs who would use them and where. Round up by eliciting answers and discussing ideas.

- 1 fare (bus or taxi driver taking passenger to the airport)
- 2 boarding pass (official at check-in desk and passport control)
- 3 baggage (official at check-in desk)
- 4 remove (official at security control)
- 5 tray (official at security control)
- 6 sharp (official at security control)

Exercise 6, page 69

Tell students they are going to listen to three conversations and ask them to note where they take place as well as the problem in each one. After listening, allow time for students to discuss answers in pairs before eliciting them from the class. Check vocabulary, e.g. *supplement*, *carry-on*, *sharp*.

Conversation 1:

In a taxi at Terminal 4. There is a misunderstanding about the cost of the taxi fare.

Conversation 2:

At the check-in area. The passenger wants to take two carry-on bags but is only allowed one.

Conversation 3:

At the security check point. The passenger is carrying a laptop in his baggage and has to remove it. The passenger has a metal plate in his knee which sets off the metal detector.

Audio script Track 8.2, Exercise 6, page 125

1

A Terminal 4 departures. €35.50 please.

B How much?

A €35.50, sir.

B But the meter says €31.00.

A There is a supplement of €4.50 on the fare to and from the airport.

B Oh, I see. Can I have a receipt, please?

A Certainly.

2

A Can I have your passport and boarding pass, please?

B Yes, here you are.

A Do you have any baggage to check in?

B Yes, please. This suitcase. Can I take two carry-on bags?

A I'm afraid passengers are only allowed one piece of hand baggage plus a laptop or handbag.

B OK. So I'll check the big bag and take this one with me on board.

A Do you have any liquids or sharp objects in your hand baggage?

B Erm ... Oh, yes, I do.

A Well, you have plenty of time before your flight if you want to repack your cases.

B Repack? What here on the terminal floor?

A Yes, you can go just over there.

B OK, I'll do that. Where did you say?

A Just over there on your right.

3

A Please remove your coats and jackets, belts, watches, jewellery, mobile phones, keys and metal items, and put all items in a tray for X-ray. Excuse me sir, are you carrying a laptop in that bag?

B Umm, yes.

A Can you take it out of the bag and put it in a tray to go through the X-ray machine?

B Sure.

A OK, sir. Can you walk through the metal detector?

B It's my knee. It happens every time I go through security. I had an operation and there's a metal plate in my knee, you see.

A OK, could you step over here, please?

EXTRA ACTIVITY

Students correct the following phrases from audio script 8.2:

- 1 There is a supplement of €4.50 on the bus to and from the airport.
- 2 Passengers are allowed one piece of hand baggage, not a laptop or handbag.
- 3 Can you take it out of the bag and put it in a case to go through the X-ray machine?

Answers

- 1 There is a supplement of €4.50 on the bus fare to and from the airport.
- 2 Passengers are allowed one piece of hand baggage, not plus a laptop or handbag.
- 3 Can you take it out of the bag and put it in a case tray to go through the X-ray machine?

EXTRA ACTIVITY

Students discuss in pairs any problems they had at an airport or when flying. What happened and how was it resolved?

Speaking

GIVING DIRECTIONS

EXTRA ACTIVITY

Students answer the questions in pairs.

- Are you good at giving directions?
- Is it easy to give directions in English?
- What problems do you have when asking for directions in English?

Exercise 7, page 69

Tell students they are going to listen to four passengers being given directions and allow time for them to read the sentences before playing the recording. After listening, students compare answers with a partner before going through them with the class. Write the key directions on the board and expand to include opposites or other useful words and phrases. Point out that *Cheers* is an informal way of saying *Thank you* in Britain.

1 straight on **2** turn left **3** on the right
4 go across **5** past **6** between **7** go through
8 follow the signs **9** on the left **10** outside

1

A Excuse me, where's the nearest restroom?

B Restroom? Ah, yes, the toilets. Go right here.

Then go straight on past the check-in desks.

When you get to the end, turn left. They are on the right just after the lifts. I mean elevators.

A So, that's past the check-in counters, and turn left and they're on the right?

B That's right.

A Thank you.

2

A Is this the Tourist Information Office?

B No, this is the Airport Information Desk. If you want Tourist Information, you should go across the terminal, past the café and the airline offices and then turn right. It's on the left between the car rental offices and the hotel reservation desk.

A So it's at the other end of the building, between the car hire offices and hotel reservations.

B Yes.

3

A How do I get to the departure gates? I'm in a hurry.

B You need to go right here, past the check-in desks. Then take the escalators or the lift to the first floor to go through security. Then follow the signs for your gate number.

A Cheers.

4

A Excuse me, which way to the airport bus?

B Go through the exit door on the left and turn right. You'll see the bus stop just outside the terminal building.

A Thanks a lot.

Exercise 8, page 69

Put students into pairs and allot roles A and B. Focus their attention on the map and elicit some of the facilities it shows. Students now take turns to ask and give directions. Monitor the conversations, noting good language use and other points to mention during feedback. Round up by eliciting how to get to the different destinations and checking as a class if the directions work. With a weaker class, it would be

useful to write the instructions given on the board, noting possible alternatives.

Students' own answers.

Homework suggestions

- Students find out about an airport in their country (or another of their choice) and write an article about it (150–200 words). Remind them to include facts and figures, and to include information on the facilities.
- Students write an airport dialogue where there is a problem (150–200 words). Remind students to use language from the lesson. In a subsequent lesson, they can practise their conversations and then roleplay for the class or in groups. The rest of the class then decide where the conversation takes place, who is involved and what the problem is.

FLIGHT SAFETY

Aims and objectives

In this lesson students will:

- read notes on a conference
- study modal verbs for obligation, prohibition, permission, advice and lack of obligation
- discuss rules and regulations for different situations

Listening

AIR TRAFFIC CONTROL

Exercise 1, page 70

Focus students' attention on the photo and elicit what it shows. Ask students to discuss in pairs what an air traffic controller does during the different stages of a flight, before eliciting ideas from the class. Note answers on the board.

Students' own answers.

Exercise 2, page 70

Tell students they are now going to listen to an air traffic controller being interviewed and ask them to check their answers, noting any differences. Round up by discussing what is done when and revising the previous answers given. If useful, refer students to audio script 8.4 on page 125 and ask them to underline the key information.

1

- The controllers at the airport help the pilot.
- They coordinate take-off and landing times.
- They make sure that the aircraft have enough room to manoeuvre.
- They make sure that there is a safe distance between the aircraft.

2

- En-route or area controllers guide the pilots and direct air traffic flow between airports.
- They use radar and computer systems to follow the exact position of each aircraft.

3

- The controllers at the airport help the pilot, the same as during take-off.

Audio script Track 8.4, Exercise 2, page 125

I = Interviewer, A = Air Traffic Controller

I Which airport do you work at, Santiago?

A Actually, I don't work at an airport. I work at an Area Control Centre.

I I see, so, you don't work in an airport control tower and you don't see the planes?

A That's right. You see, air traffic control is divided into a number of different jobs. The job of the controllers who work at airports is to help the

pilots during take-off, as they fly the planes out of the airport and during landing, when they arrive. At peak times, there is a lot of traffic at big international airports, and airport terminal controllers are responsible for directing all this. They coordinate all the different take-off and landing times, make sure that the aircraft have enough room to manoeuvre and that there is a safe distance between them. The en route, or area controllers, like me, help to guide the pilots and direct air traffic flow between airports. We use radar and computer systems to follow the exact position of each aircraft in flight.

Reading

THE ICAO

Exercise 3, page 70

Check students understand what the acronym ICAO stands for before they read the notes. Allow time for them to discuss their answer with a partner before eliciting it from the class. Check vocabulary, e.g. *contribute*, *fatal*.

b a language test for pilots and air traffic control

Exercise 4, page 71

Students complete the sentences, comparing answers in pairs before class feedback. Discuss the meaning of the words in bold as required.

1 standards **2** plain English **3** phraseology
4 requirements **5** proficient

EXTRA ACTIVITY

Students discuss in pairs how many syllables there are and which syllable is stressed in the following words:

- | | |
|----------------|-------|
| • standards | Oo |
| • phraseology | Ooooo |
| • requirements | oOo |
| • proficient | oOo |

Grammar

MODAL VERBS

Exercise 5, page 71

Focus students' attention on the Grammar box. Allow them time to read the information and ask any questions before completing the regulations. This could be done alone or in pairs. Round up by eliciting the answers from the class.

1 should **2** must **3** allowed to **4** mustn't
5 allowed to **6** mustn't

EXTRA ACTIVITY

Refer students to pages 115–116 of the Grammar reference and go through the information explaining the modal verbs for obligation, prohibition, permission, advice and no obligation. Highlight the differences in usage between the various modals presented and draw attention to word order. Allow time to discuss the examples given and any questions students might have. Provide additional examples as needed.

Speaking

RULES AND REGULATIONS

Exercise 6, page 71

Students work in pairs to think of rules and regulations for two of the given situations. Help by writing the following words and phrases on the board to give students some ideas:

- leave the path/your vehicle/rubbish
- remember to bring water/a first aid kit
- smoke
- speak to the driver
- stay calm/seated/close to the guide/on the path
- take photos
- use electronic devices/mobile phones/the toilets
- wear sunglasses/a seatbelt

Remind students to include a piece of advice for each situation and monitor, helping as needed. It might be useful to set a time limit for each situation, e.g. ten minutes.

Exercise 7, page 71

Each student reads out one set of rules and regulations to the class, after which students guess the situation. Discuss possible additions using specific modals if they are not covered for a situation.

Students' own answers.

RESEARCH

ATCs IN YOUR COUNTRY

Go through the task with the class. In a subsequent lesson, allow time for students to present their findings either in groups or to the class. Discuss the main differences between different countries.

Homework suggestions

- Students write a set of ten rules and regulations for each of the two situations they did not use in Exercise 6 (20 rules and regulations in total). Remind them to use a range of modals and include a piece of advice for each situation.

- Students write an article about air traffic controllers in their country, using information gained from their research (150–200 words).

Photocopiable notes 8.1 (page 128)
Number exchange (Card activity page 129)

PROFESSIONAL SKILLS

DEALING WITH DIFFICULT PASSENGERS

Aims and objectives

In this lesson students will:

- listen to situations where there is a problem with an angry or upset passenger
- focus on the professional skill of dealing with difficult passengers
- write an email responding to a complaint about service

Listening

TYPICAL SITUATIONS

Exercise 1, page 72

Focus students’ attention on the photo and elicit what it shows (an air steward demonstrating safety procedures). Find out if any students work or have worked at an airport and if they ever had to deal with difficult passengers. Ask students to answer the questions and then discuss their ideas in pairs before opening the discussion to the class. Build up two lists on the board: *personal qualities* and *situations where passengers may become difficult*. Add further examples if useful.

Suggested answers

Personal qualities: empathetic; diplomatic; confident in dealing with difficult people.

Passengers get angry about delayed or cancelled flights, lost, delayed or damaged luggage, etc.

Exercise 2, page 72

Tell students they are going to listen to four conversations between airline staff and passengers and allow them time to read the questions before playing the recording. After listening, students compare answers in pairs before checking them with the class. Check on language e.g. *turbulence*, *ridiculous*, *outrageous*.

Conversation 1:

- 1 in the air
- 2 there is a noisy group of passengers
- 3 noisy

Conversation 2:

- 1 in the air
- 2 a passenger is very worried about turbulence
- 3 nervous

Conversation 3:

- 1 on the ground, at the boarding gate
- 2 the passenger is angry because he has to check in his hand baggage and pay a fee of €45
- 3 possibly angry and rude, possibly demanding
- 4 Students' own answers. The situation where the passenger gets angry and doesn't want to cooperate with the airline staff is probably the most stressful and difficult for the staff member to deal with.

Audio script Track 8.5, Exercise 2, pages 125–126

1

F = Flight attendant, P1 = Passenger 1, P2 = Passenger 2

F Hello guys, is everything all right? Are you enjoying the flight?

P1 Yeah, sure. We're having a great time.

F That's good. Listen, could you keep the noise down a bit?

P2 Why? Who's complaining?

F It's just that you are a big group and you are making a lot of noise. We can hear you all over the plane. It might disturb the other passengers.

P1 OK. Guys, guys keep it down a bit. Can I use the toilet?

F I am afraid the fasten seat belt sign is on now. You see, we are descending into Madrid soon.

P1 Oh dear, it's just that I'm a bit desperate.

F It won't be long before we land.

P1 Right well then, I'll just have to wait.

F Thank you. Enjoy yourselves in Madrid.

2

F = Flight attendant, A = Announcement, P = Passenger

P Oh, what's that? What's that? What's happening? Why's the plane shaking like that? What's that noise?

A Ladies and gentlemen, the pilot has switched on the 'fasten seatbelt' sign. Please return to your seats and fasten your seat belts until the sign is switched off.

P Excuse me ... Excuse me, what's happening?

F We're just passing through an area of turbulence. Don't worry, it's perfectly normal.

A Cabin crew, please take your seats.

P Oh, no! Oh no, we're all going to die!

F Please rest assured everything is fine. The turbulence will be over in a few minutes. In the meantime, just remain seated with your seatbelt fastened. We'll continue the food and drink service when the fasten seat belt sign is switched off.

3

F = Flight attendant, P = Passenger

F Please have your passport and boarding passes ready for ... Excuse me, sir. I'm afraid that suitcase is too big to take on board.

P What?

F I'm sorry, that suitcase is too big to take on board as hand baggage.

P But I always take this bag on the plane.

F I'm afraid we have a full flight today and we have to be strict about the allowance.

P Don't be ridiculous.

F I'm sorry but we'll have to check your bag in here at the boarding gate.

P Well, I'm not at all happy about this.

F That will be €45, please.

P What? No way! I don't believe this! You're going to charge me?

F Yes, there is a charge.

P But my ticket only cost me €60. This is totally unacceptable. You people, you overcharge, you lie, you ...

F Look, the airline's regulations are very clear – if you don't pay to check in your baggage online, you have to pay a fee of €30 at check-in. And at the boarding gate it increases to €45. Right?

P This is outrageous! I'm going to complain about this.

F Yes sir. Please stop shouting at me – it doesn't help. You can send any comments and complaints via our web page. Thank you.

P I want to speak to your supervisor right now.

Exercise 3, page 72

Allow time for students to read the sentences before listening a second time. Refer them to audio script 8.5 on pages 125–126 to check their answers.

1 could you 2 afraid 3 won't be

4 Don't worry 5 rest assured 6 Excuse me

7 sorry but 8 charge

Exercise 4, page 72

Play the recording once more and ask students to discuss their answers with a partner before class feedback.

Suggested answers

Conversation 1:

By being friendly and polite the flight attendant was able to get the group to cooperate.

Conversation 2:

This flight attendant was more formal but her tone of voice was calm and professional and she was able to reassure the nervous passenger.

Conversation 3:

The ground staff member was initially very calm and polite but got more aggressive in response to the passenger's anger, so the negative emotions escalated.

Professional skills

DEALING WITH DIFFICULT PASSENGERS

Exercise 5, page 73

Focus students' attention on the Professional skills box and ask them to take turns saying the expressions. Students then refer to audio script 8.5 on pages 125–126 to find further examples to add to those given, before discussing them as a class. Highlight the importance of intonation in sounding sincere.

Empathize:
Don't worry, it's perfectly normal.
Apologize:
I'm afraid that suitcase is too big to take on board as hand baggage.
I'm sorry but we'll have to check your bag in here at the boarding gate.
Explain the situation:
It's just that you are a big group and you're making a lot of noise.
You see, we're descending into Madrid soon.
We're just passing through an area of turbulence.
Please rest assured everything is fine.
Excuse me, sir. I'm afraid that suitcase is too big to take on board.
Find a solution:
You can send any comments and complaints via our web page.

EXTRA ACTIVITY

Students refer to audio script 8.5 on pages 125–126, roleplaying the conversations in pairs and swapping roles. Focus on intonation to sound sincere.

Speaking

ROLEPLAY

Exercise 6, page 73

Put students into pairs and allot roles A and B. Allow time for students to prepare. With a weaker class, As and Bs could prepare in pairs before returning to their original partners. Monitor the roleplays, noting good language use and other points to mention during feedback.

See Pairwork files.

Exercise 7, page 73

Students discuss how the roleplays went and which one was the hardest to deal with. Round up by opening the discussion to the class and focusing on good language and areas to improve on.

Students' own answers.

Writing

RESPONDING TO COMPLAINTS

EXTRA ACTIVITY

Refer students to page 99 of the Writing bank and go through the email which responds to a complaint, highlighting the key parts and useful language.

Exercise 8, page 73

Students complete the complaint email using the words from the box. Allow time for students to compare answers in pairs before checking them with the class. Check vocabulary, e.g. *regret*, *restore*. Discuss useful expressions used in the complaint email and ask students to underline them for future reference.

1 behalf 2 for 3 understand 4 sorry
5 inconvenience 6 confidence

Homework suggestions

- Students write a dialogue between a member of airline staff and a difficult passenger (150–200 words). Remind them to use language from the lesson. In a subsequent lesson, students could practise their conversations in pairs before roleplaying them for the class or group.
- Students write an article for a career website or magazine describing some of the passenger situations that airline staff sometimes have to deal with, and how best to deal with difficult passengers (150–200 words). Remind students to use modals from the previous lesson *Flight Safety* where useful.

Photocopiable notes 8.2 (page 128)
What would you say/do? (Card activity page 130)

THE AIRPORT GAME

EXTRA ACTIVITY

Copy the following definitions and answers onto the board. Students match the definitions (1–6) to the words (a–f).

- 1 Money given to someone to cover a mistake or problem and make a situation better.
 - 2 Used to describe someone who is quite old.
 - 3 To change the direction of something.
 - 4 Talking to people in a way that does not offend.
 - 5 To become quiet after being angry or upset.
 - 6 To hit someone or something with your foot.
- a diplomatic b compensation
c elderly d calm down
e kick f divert

Answers

1 b 2 c 3 f 4 a 5 d 6 e

Find out how often students take flights or meet people at airports and roughly how many airports they have been to in the last year. Tell them they are going to play the Airport Game and put them into pairs. Check each pair has a coin with heads and tails, and go through the rules. Point out that some squares, e.g. 9, 15, 21 tell them to go back to a previous square. Monitor pairs throughout the game, noting good language and aspects to discuss during feedback. When everyone has finished, find out who won in each group and discuss any questions or issues that arose.

FACT FILE

Passengers can take electrical items, e.g. laptops and hairdryers in their hand baggage. They can also take pushchairs and wheelchairs. They can take certain liquids, e.g. toiletries into the cabin in limited quantities – containers must hold no more than 100 ml. They can't take (long) scissors, knives, work tools, chemicals, fireworks, guns and certain sports equipment.

EXTRA ACTIVITY

If your students are thinking of taking the Level 1 Certificate in Spoken English for Tourism, encourage them to discuss (in pairs or small groups) the advantages and disadvantages of travelling by plane. Remind them that being able to explain the pros and cons of different types of travel is something they will be expected to be able to do.

UNIT 8: KEY WORDS

Highlight the key words box and elicit example sentences for a selection of the words. Check on syllable stress, parts of speech and pronunciation of the key words as needed. Suggest students use the DVD-ROM Mini-dictionary for further self-study.

Homework suggestions

- Students write 15 sentences of their own using the key words given for the unit. Encourage them to incorporate some vocabulary from the lesson and to use a variety of structures, including those covered in this unit.
- Students write a blog article about the Airport Game for their own internet site, explaining their experiences of playing it and what they learnt from it (150–200 words).