Aviation – operations on the ground
Introduction to Module 5

The non-technical tasks that ground operations employees in the aviation industry have to perform at work are addressed in this module. There is a need for these employees to follow set procedures carefully and completely, to ensure the safety and security of the airport which is their workplace. They also need to be aware of their own role within the team in which they work, as well as the way in which they contribute to the efficient running of the airport systems.

This module considers some of the underpinning literacy and numeracy skills needed to perform these workplace tasks proficiently. It includes those needed to:

- understand roles and responsibilities at work
- work as part of a team
- communicate with both customers and other staff
- access information in manuals
- follow procedures and instructions
- report accidents and incidents
- check codes
- weigh luggage and calculate excess baggage.

This module can be used in conjunction with Module 1: Customer service and Module 2: The working environment.

Although different aviation companies have different policies, procedures and ways of working, the underpinning literacy and numeracy skills needed to carry them out successfully are largely the same.

It is important that learners are encouraged to apply the skills and strategies developed here to the context of their own workplace setting. Content can also be adapted using the *Word* version of the materials.

Transport – Module 5: Aviation – operations on the ground					
Theme	**Page reference**	**NOS/NVQ**	**Literacy**	**Numeracy**	**Key Skills**
Roles and responsibilities	Tr 5:1–5:2	**Aviation Operations on the Ground** Unit 11	Rt/L1.4; Rt/L1.5; Rt/L2.1; Rt/L2.3; Rt/L2.7; Rs/L1.1; Rs/L1.2; Rw/L1.2		C1.2
Teamwork	Tr 5:3–5:5	**Aviation Operations on the Ground** Unit 11	SLd/L1.1; SLd/L1.2; SLd/L1.3; SLlr/L1.4; SLlr/L1.5		C1.3
Communication	Tr 5:6–5:8	**Aviation Operations on the Ground** Unit 12	SLc/L1.1; SLc/L1.2; SLc/L1.3; SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLlr/L1.4		C1.1

Transport – Module 5: Aviation – operations on the ground					
Theme	**Page reference**	**NOS/NVQ**	**Literacy**	**Numeracy**	**Key Skills**
Letters and numbers	Tr 5:9–5:10	**Aviation Operations on the Ground** Unit 12	Rw/E2.5; SLc/L1.1; SLlr/L1.1		
International time	Tr 5:11–5:13	**Aviation Operations on the Ground** Unit 12		MSS1/L1.2	N1.1
Finding information in manuals	Tr 5:14–5:17	**Aviation Operations on the Ground** Unit 23	Rt/L2.6; Rt/L1.5; Rt/L2.8; Rs/L1.2; Rs/L2.2; Rw/E3.4; Rw/E3.5		
Manual check-in procedure	Tr 5:18–5:20	**Aviation Operations on the Ground** Units 11, 23, 24, 48, 49	SLc/L1.2; SLc/L2.2; Rt/L2.3; Rt/L2.8; Rs/L1.2; Rw/L1.2; Rw/L2.2		C1.2
Weight	Tr 5:21–5:23	**Aviation Operations on the Ground** Unit 23	N2/E3.3	MSS1/E3.6	
Instructions (1)	Tr 5:24–5:25	**Aviation Operations on the Ground** Units 1, 2	SLc/L2.3; SLc/L2.4; Rt/L1.2; Rt/E3.9; Rt/L1.3; Rt/L1.4; Rt/L1.5; Rt/L2.8		C1.2
Instructions (2)	Tr 5:26–5:27	**Aviation Operations on the Ground** Units 2, 11	SLc/L1.2; SLlr/L1.2; SLlr/L1.4; SLlr/L1.6; SLlr/L2.2		C1.1
Checking codes	Tr 5:28–5:30	**Aviation Operations on the Ground** Units 22, 23	Rw/L1.3	N1/L1.1; MSS1/E3.3	
Reporting accidents and incidents	Tr 5:31– 5:33	**Aviation Operations on the Ground** Units 2, 11	SLlr/L1.1; Rt/L1.1; Rt/L1.2; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Wt/L1.6; Ww/L1.2		C1.3
Announcements	Tr 5:34–5:36	**Customer Service** Unit 1 **Aviation Operations on the Ground** Units 11, 12, 24, 48	SLc/L1.1; SLc/L1.3; SLc/L1.4		

Skills checklist

As a member of the non-technical ground staff it is important for you to follow workplace procedures very carefully so that the system within the airport works properly. You will need to communicate efficiently with other members of the airport team as well as with the public.

You will need all of the following skills in order to be confident in your workplace. Tick all the skills you have **now**, then look again at the checklist **later** when you have used the materials.

Skills for aviation – operations on the ground	Now	Later
Using different techniques to understand complicated documents		
Contributing effectively to team meetings		
Sending and receiving radio messages		
Learning and using the phonetic alphabet		
Calculating 'local time' for different places around the world		
Finding particular information in manuals		
Calculating excess baggage		
Following written instructions		
Following spoken instructions		
Checking codes		
Reporting accidents and incidents		
Filling in forms		
Making announcements		

PAGES 5:1–5:2

Roles and responsibilities

Occupational setting

Everybody working in Aviation is part of a team and as such has a role to play and a person to whom he/she is responsible. Knowing what you are responsible for and ensuring that you carry out your role is part of taking responsibility within the team. This often involves reading and understanding longer pieces of text that can contain formal language. This focus develops some of the reading skills required to read and understand job descriptions and contracts of employment. Further work about detailed reading can be found in Module 1: Customer service.

Materials

Job descriptions and contracts of employment from the workplace

Job description – baggage handler (0:52) and Contract of employment – baggage handler (0:53) from the Source material

Dictionaries

Highlighter pens

Learning outcomes

1 To recognise command words (focus page, Task 1)

2 To use commas and the word 'and' to separate multiple instructions (focus page, Task 2)

3 To use different strategies to aid understanding (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- Discuss the different roles within a team and how an individual worker can identify his/her own responsibilities. Learners should bring their own experience of the workplace to this discussion. It might be useful to develop a flow chart showing the line management in the workplace and how different groups of people work together as part of a wider team.
- Ensure learners understand the basic facts about contracts and job descriptions, i.e.
  - the contract of employment sets out rights and responsibilities at work
  - all employees are given a written job description which *must* be read and understood before the contract is signed.
- Stress to learners the need to read a contract carefully before signing it, to ensure they understand it and are aware of their responsibilities. Discuss the impact of not doing this.
- Discuss contracts and job descriptions and any difficulties experienced in reading these. Confirm that most people find these difficult, but it is important to understand them as they affect your work and your rights.
- Ask learners to share any existing strategies that help them to read and understand demanding text. Note them on a flipchart if appropriate.

Focus page

- **Using wording to identify instructions:**
  - Ask learners to identify the word that tells them what to do in sentences such as: 'Sit over there', 'Write your name at the top of the form'. Look at the highlighted examples on the focus page and discuss the type of word they are, i.e. verbs or action words. Make sure learners know the meaning of these words. Discuss the position of these words (at the beginning of the sentence). This is particularly important for ESOL learners as it shows a convention often used in written instructions.
  - Support learners to highlight similar words in the rest of the Job description from the Source material. Explain that these words can help you to identify the number of things you have to do.
  - Explain that sometimes you find instructions within instructions, or instructions that have several parts. Commas and the use of the word 'and' can also help you identify how many instructions there are. Look at the highlighted examples on the focus page. Taking the second bullet point as an example, break this down into separate

sentences/instructions, highlighting the repeated phrase, e.g.:

Collect items to be loaded onto the correct aircraft.

Sort items to be loaded onto the correct aircraft.

- Ask learners to practise this with the third bullet point.
- Ask learners to highlight the comma and the word 'and' in the sentence about 'purpose of the role'. Discuss the phrase 'to be responsible for'.

  Model separating these instructions, highlighting how you use the same phrases before and after the verb, e.g.:

  To be responsible for loading airline passengers' luggage within the airport.

  To be responsible for unloading airline passengers' luggage within the airport.

  To be responsible for transporting airline passengers' luggage within the airport.

  Ask learners to do the same with another of the instructions.
- Ask learners to go through the rest of the document, putting a tick by the instructions where they are asked to do more than one thing. Go over this with them to ensure they identified the correct examples.

- You may need to spend more time with ESOL learners looking at language and phrases used in the documents.
- Extend the practice done so far to workplace job descriptions.
- **Introducing different techniques for reading in detail:**
  - *Reading aloud:* Model reading chunks aloud to improve understanding. Give learners practice in this with one of the short instructions that does not contain too many difficult words. Does it help their understanding if they hear it?
  - *Reading text more than once:* Talk learners through skimming to get the general idea of a text first. Model this for them using the Job description from the Source material. Talk about what you are doing, e.g. picking out headings and sub-headings to get a general impression of what the text is about. Talk about what you remember about the information at the end. Give learners the Contract of employment from the Source material to practise the same technique. Then discuss the next step you would take: re-reading each section several times to get more familiar with the detail.
  - *Reading text in chunks and checking understanding before moving on:* Model this for learners using a section from the Job description. Talk through instances where you stop to think about or check content. Give learners another section to practise the same technique.
  - *Checking the meaning of unfamiliar words and phrases:* Give learners practice in finding the meaning of some of the words shown in the focus page extracts. Model one example of how you might check that the meaning given in a dictionary or glossary makes sense in the context of the sentence by asking yourself questions such as, 'If I put this word in instead, would it still make sense?' Get learners to try this with other words. Be aware of the poor dictionary skills of some learners and address these if appropriate.
  - *Asking for clarification:* Discuss how learners might ask a colleague or line-manager for clarification, e.g. 'Am I right in thinking that I should …?' 'Does this mean that I've got to …?' 'What does this part mean?'
  - *Re-wording difficult text:* Ask learners to try explaining sentences from the Job description to a colleague in their own words. Does this help to make it clearer?
- Compare the techniques covered and practised with the list made on the flipchart earlier. Confirm learners' awareness of existing techniques and the need to practise new ones.
- Present questions to the learners and ask them to find the answers in the Job description, e.g. *Will there be any paperwork for the baggage handler to complete?* It may be more appropriate to use a suitable workplace job description for this. One possibility is to use a job description for a line manager so that the learner can see the responsibilities that he/she holds.

Curric. refs	NOS/NVQ	Key Skills
Rs/L1.1	AOG	C1.2
Rs/L1.2	Unit 11	
Rt/L1.4		
Rt/L1.5		
Rt/L2.1		
Rt/L2.3		
Rt/L2.7		
Rw/L1.2		

Task 1

Recognise command words
Rw/L1.2

- This task can be adapted to a job description from the learners' workplace, if more appropriate.
- Make sure learners are clear that they just need to pick out the instruction words in each point. They can highlight or underline these words.

If the learner has difficulty

- Have command words written on individual cards. Ask learners to select one and order a colleague to do something using the word on the card, e.g. 'Walk over to the door.'
- Have the sentences written individually on paper and ask learners to cut off the command words.
- Go through the meaning of the command words with learners in the context of the instructions.

Extension

Ask learners to identify the verbs in a number of more complex instructions from the Job description, where they are placed within the body of the point rather than at the beginning.

Task 2

Use separators such as commas and the word 'and' to identify separate instructions
Rs/L1.2

- Remind learners of the way the instructions were split up on the focus page example using commas and the word 'and'.
- Suggest that they work out what to write on a separate piece of paper, before writing their final answers on the sheet.

If the learner has difficulty

- Direct learners to the three instruction words in the sentence: 'know', 'use' and 'undergo'.
- Make sure learners understand how these instructions have been separated.
- Ensure vocabulary is understood.
- At the end, read back through the learners' instructions with them to ensure that they have understood.

Extension

Ask learners to re-write another point from the Job description or the Contract of employment as separate instructions.

Task 3

Use reading strategies to find and read specific information
Rt/L2.7
Rt/L1.4

- Make sure learners have a copy of the Contract of employment from the Source material. If more appropriate, this task can be adapted to a contract of employment from the learners' workplace.
- Confirm with learners that it is vital to have a complete understanding of what has been read.
- Discuss with learners how knowing rights and responsibilities at work can also lead to a clearer understanding of your role in the team.
- Reading in detail is a skill that must be practised in order to gain complete understanding of important documents. Complex text may need to be read several times, sentence by sentence.
- Remind learners of the reading techniques practised in the focus page activities.

If the learner has difficulty

- Refer to *Skills for Life* materials for extra reading activities.
- Word decoding may need additional support.
- A clear understanding of what each question is asking is important. Work on identifying the key words in each question. Does this help to locate the correct part of the Contract of employment?
- Work with learners to identify the key words in the sub-headings within the Contract of employment. Read through the relevant sections with them and explain complex language. Ask them to then identify/underline the relevant part of the section, and ask direct questions about the information to check their understanding.
- Break text into smaller chunks and work with the learner to put each chunk into his/her own words.

Extension

- Duplicate the activity using other workplace job descriptions.
- Learners could set questions for colleagues, based on their own job descriptions.

Theme assessment

Learners should make a list of their own job functions based on their job description, putting each point into their own words and splitting up the instructions as necessary to make it clearer. This may involve finding out the meaning of words or asking others. These will need to be checked for accuracy.

Roles and responsibilities

Focus

In transport you work as part of a team. It is important for you to know:

- what **your** duties are
- what the duties of **other** members of the team are
- who **you** should report to.

The **job description** says who the employee must report to.

It says what **must** be done.

There may be more than one thing to do in each point.

You must read your job description carefully before you sign your contract.

- Read your **contract** in detail before you sign it.
- You will probably need to read it more than once.
- Break it up into smaller chunks. Read one sentence or one point at a time.
- Find out about anything you do not understand.
- Try to guess the meaning of any unknown word from the words around it.
- Check words in a glossary or dictionary or by asking a colleague.

THE GR8 AIR© GROUP

JOB DESCRIPTION

Job title: Baggage Handler

Location: Main Terminal Building, Greenwood International Airport

Responsible to: Baggage Services Manager

Purpose of the role

To be responsible for loading, unloading and transporting airline passengers' luggage within the airport.

Main responsibilities

- Oversee the movement of passengers' luggage from the check-in desks.
- Collect and sort items to be loaded onto the correct aircraft.
- Load and store luggage in the hold of the aircraft correctly.
- Remove luggage from an aircraft as quickly as possible after landing.
- Ensure luggage is loaded onto the correct carousel in the baggage reclaim area.
- Complete workplace documentation.

CONTRACT OF EMPLOYMENT
GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

EMPLOYER: The GR8© GROUP OF COMPANIES of 12 London Road, Winbury, WNB3 7LW (Hereafter referred to as 'the Company')

EMPLOYEE: *Josh Franklin, 2 The Barns, Stretton* JOB TITLE: *Baggage Handler*

1. **INTRODUCTION:** Any changes in the terms of employment will be notified to the Employee in a written statement within one month of any such change.
2. **COMMENCEMENT OF EMPLOYMENT:** *4th December 2006*
3. **PROBATIONARY PERIOD:** 3.1 The Employee's employment described hereunder is subject to a probationary period of 3 months. 3.2 The Company reserves the right to extend the initial 3 months' probationary period subject to clause 3.4. 3.3 If the Company wishes to terminate the Employee's employment during the probationary period, it will be required to give him/her 1 week's written notice. 3.4 The probationary period is used to determine if
6. **HOURS OF WORK:** This is a shift-working post including weekends and bank holidays. The Employee's hours of work will vary according to their place of work, their job role and any seasonal variations.
7. **NOTICE:** Except where the Employee is on probation, if the Company wishes to terminate the employment, 4 weeks' written notice shall be given. The Employee shall give 4 weeks' written notice of termination of employment.
8. **HOLIDAYS:** The Employee is entitled to 20 days' holiday in each complete year of his/her employment in addition to the normal bank or public holidays. Where bank or public holidays are worked, time off in lieu will be granted.

Check that you understand what your responsibilities are by:

- putting what you have read into your own words
- explaining what you have read to a colleague to see if it makes sense.

Roles and responsibilities

Task

Task 1

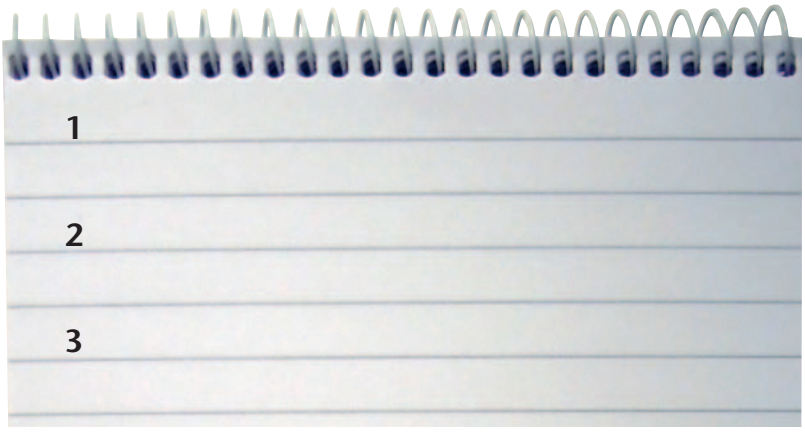
Highlight the words in this section of the Job description from the Source material that tell the baggage handler what to do.

- Work as part of a team.
- Wear the company uniform and all PPE provided by the company.
- Understand storage logistics.

Task 2

This point contains three instructions. Read it carefully, then write it out as three separate instructions.

- Know and use safe manual lifting techniques and undergo training when required to do so.



Task 3

Look at the Contract of employment from the Source material. Discuss and answer these questions.

Tip
Use the **bold** words to help you find the parts of the contract you need to read.

1 *Do I have to read a **job description** before I sign the contract of employment?*

2 *On what day each month will I get my **pay**?*

3 *How long is my **probationary period**?*

4 *How much **notice** must I give if I want to leave my job?*

5 *Do I have to take part in **training**?*

Rw/L1.2; Rs/L1.2; Rt/L2.7; Rt/L1.4

PAGES 5:3–5:5
Teamwork

Occupational setting

Teamwork is often mentioned as an important aspect of working effectively. However, it is rarely defined or taught. Teamwork is a two-way process which depends on people contributing to the team as well as being supported by that team. Good teamwork is essential to maintain working relationships and ensure the smooth running of any company, but in aviation it is especially important, particularly when linked with effective communication. This focus page deals with taking part in team meetings. The relevance of this will vary according to job roles and workplace systems but the pages can be adapted to suit the particular workplace.

Materials

Paper and coloured pens

Audio equipment

Learning outcome

1 To consider positive ways of taking part in a team meeting (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- Ask the group for anecdotes about when they have appreciated a good team member and what it was they valued about that person.
- Go around the group asking each learner to say one thing about what a good team member is like. Write each comment on a flipchart or whiteboard, but don't discuss them yet.
- Divide the group into small teams, pairs if necessary. Ask the teams to devise a name for their group, to give them a strong sense of identity and motivation to work together. Choose a team game to play or do a problem solving task. Explain the rules to the group. Tell them that after the activity you will hold a discussion about what makes a good team member. There are two ideas for team games here, or go to: www.businessballs.com/freeonlineresources.htm for other ideas.
  - *Paper aeroplane race:* Explain that each team has to make, decorate, name and fly a paper aeroplane. There can be 'prizes' for the best name, the best design, the fastest and the longest flight. Feedback should be given by the teacher so that the learners clearly understand the aims behind the task.
  - *Short quiz:* Make up ten questions on a variety of different topics concerning the airport that you think the teams will be able to answer with some difficulty (but not too much). The winning team is the one with the most right answers. Feedback should be given by the teacher so that the learners clearly understand the aims behind the task.
- Ask the group to remain in their teams and discuss and write down a list of qualities they think a good team member will have. Ask them to use the experience they have just had to help them to think about this.
- Come back into the main group. Tell the learners that you are going to discuss the answers as a whole group. Together with suggestions from the learners, establish ground rules for the discussion first, e.g. everyone must have their right to contribute respected; avoid strong language and being offensive; listen carefully to what others are saying; be aware of quieter people and make sure they have a turn to speak if they want to. Write these agreed rules on the board/flipchart.
- Conduct the discussion about what makes a good team member according to the rules and using the suggestions from the smaller groups.
- During the discussion, try to establish that teamwork depends on both contributing to the group as well as feeling valued and supported. Also think about the consequences of poor teamwork or individuals being isolated within a team.
- It might be useful for the teacher or a volunteer learner to act as a 'secretary' and make notes during the discussion, which can later be expanded into a handout for the whole group.

- Compare the list composed at the beginning of the session with the features discussed at the end of the session. Ask learners to consider their role as a team member on a personal level in the light of what they have learned.

Focus page 29

- Discuss the ideas on the page. Check that everyone understands the vocabulary, and talk about what the words mean. Use any difficulties that have arisen during the session to inform your discussion; equally, use positive examples of what has been happening to illustrate the ideas.
- Talk about constructive criticism. Ask the group to think of possible consequences of blaming or being critical of others. As a group, come up with useful phrases that are more constructive and write them down.
- Talk about body language. Discuss what sort of body language is negative and what is encouraging. Make a list of positive, non-aggressive body language to use when speaking or listening to others.
- Talk about cultural differences in the way people communicate and use body language, using examples from people in the group or other friends and acquaintances. Ensure the discussion is positive and helpful to the group, using all the skills discussed so far. Ask for ideas for positive ways to deal with communication problems between different cultural groups that can be used in the workplace.
- Talk about listening skills. Talk about listening for key words and the gist of what someone is saying; checking your understanding; focusing on what is being said and not on what you want to say next; and concentrating all the way to the end of what someone is saying.
- Tell the group they are going to hear someone talking about a problem. They should be able to identify what the problem is and give ideas on what to do about it. Play the audio clip as many times as necessary. Break the group into their teams to discuss the problem and possible solutions to it. Use the ideas on the page to prompt discussion. Ask the teams to feed back to the main group briefly.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.4 SLlr/L1.5 SLd/L1.1 SLd/L1.2 SLd/L1.3	AOG Unit 11	C1.3

Task 1 30

Pick out relevant and appropriate responses in a team meeting
SLlr/L1.5

- Set the scene. Explain that you are going to play an audio clip that learners should listen to, to understand the gist of the problem. Play the audio clip.
- Play the audio clip again, asking learners to listen in more detail. They should then read the possible responses, and listen again until they are sure of their answers.
- This task can be performed in pairs. Where possible, pair a stronger reader with a weaker one, so that he/she can read the question and response to the partner.

If the learner has difficulty

- Check whether the difficulty is to do with reading and understanding the question, or with listening and giving the correct response.
- If it is a reading difficulty, read the question and responses to the learners so that they can answer without difficulty. Refer learners to other resources for help with reading.
- For ESOL learners or learners who have difficulty understanding the spoken idioms used, ask them to listen for the gist and explain to you what they think they have heard. Then play the audio clip chunk by chunk, stopping when the learner indicates that he/she needs time to work out what has been said. Read the question and the responses slowly, in the same way.
- Turn to the *Skills for Life* materials for other vocabulary and listening exercises.

Extension

- Ask the learner to imagine and write down/discuss in a small group what the supervisor's response might be to each of the responses in the speech bubbles.

- Ask learners, as a group, to discuss the scenario in relation to their own workplace.

Task 2 31

Pick out constructive criticism in a team meeting SLlr/L1.5

- Remind learners what the phrase 'constructive criticism' means in a teamwork situation.
- Set the scene. Explain that you are going to play an audio clip that learners should listen to, to understand the gist of the problem. Play the audio clip.
- Play the audio clip again, asking learners to listen in more detail. They should then read the possible responses, and listen again until they are sure of their answers.
- This task can be performed in pairs. Where possible, pair a stronger reader with a weaker one, so that he/she can read the question and response to the partner.

If the learner has difficulty

- As before, check whether the difficulty is to do with reading and understanding the question, or with listening and giving the correct response.
- If it is a reading difficulty, read the question and the responses to the learners so that they can answer without difficulty. Refer learners to other resources for help with reading.
- For ESOL learners or learners who have difficulty understanding the spoken idioms used, ask them to listen for the gist and explain to you what they think they have heard. Then play the audio clip chunk by chunk, stopping when the learner indicates that he/she needs time to work out what has been said. Read the question and the responses slowly, in the same way.
- Turn to the *Skills for Life* materials for other vocabulary and listening exercises.

Extension

- Ask the learner to imagine and write down/discuss in a small group what the supervisor's response might be to each of the responses in the speech bubbles.
- Ask learners, as a group, to identify similar issues in their own workplace and come up with constructive suggestions that they can pass on to their supervisors.

Task 3

Contribute to a small group discussion SLlr/L1.5

- Divide the group into small discussion teams.
- Ask each team to set the ground rules of their discussion before they begin.
- Make sure each team has read and understood the task before they start the discussion.
- Facilitate groups who seem to be getting stuck, or not following the task.
- Facilitate the whole group discussion, but allow learners as much freedom as possible.
- If appropriate, encourage groups to record their answers on a flipchart, on cards or on tape.

If the learner has difficulty

- Select teams of people with similar skills so that quieter or less confident speakers are together and therefore have to contribute.
- Choose mentors or champions from the group to work with and encourage people who are really struggling. Ask them to make sure the group listens to and respects what these people have to say.
- Give learners who tend to talk too much, or who tend to ramble off the topic, responsibility for keeping the team and the whole group on track, by not talking but listening and giving a signal when someone else has talked too much or gone off the topic.

Extension

Record a team that is particularly good at this task as they are having their discussion. Play the recording (with the learners' permission) back to the whole group, and ask the group to pick out particular instances when someone was contributing well, encouraging someone else or moving the discussion along.

Theme assessment

Break the group into small teams. Ask each team to devise a work-related problem for another team to discuss at a 'team meeting'. Swop problems, and ask small teams to hold a 'meeting' to discuss and find a solution to the problem. Each team should then present their problem and solution to the whole group. Review and evaluate the strengths of working as a team on this task.

Teamwork

Focus

29 Team briefings are a good way of sharing ideas, sorting out any problems and helping the team to progress.

How can you get the most out of them?

Tip

Always treat other team members as **you** would wish to be treated.

When **you** speak you can:

Back up your ideas

Give examples to make your point clearer.

Give positive suggestions

Suggest how things could be improved

Make relevant points

Stick to the main topic of the discussion.

Only give constructive criticism

Don't blame other team members without offering a helpful suggestion.

You can encourage **other team members** by:

Using positive body language

For example, look at other team members when they are speaking, smile, and nod.

Encouraging others to speak

Ask questions that people can answer from their own experience.

Listening carefully to other people

Let others finish their points.

Considering what other people have to say

Remember – a team should work together to come up with the best solution for everyone.

You can **move the discussion along** by:

Judging when it is appropriate to interrupt

If the discussion is moving away from the main topic, remind people of this.

We're forgetting the purpose of this discussion which is …

Interrupting in an appropriate way

Be polite and explain why you are interrupting.

If I could just add to that point before you continue …

Teamwork

Task

Task 1

30 Listen to the team leader asking for ideas about how to encourage everyone to take responsibility for keeping the desks tidy.

Which two of these responses are the most relevant and positive? Tick your answers.

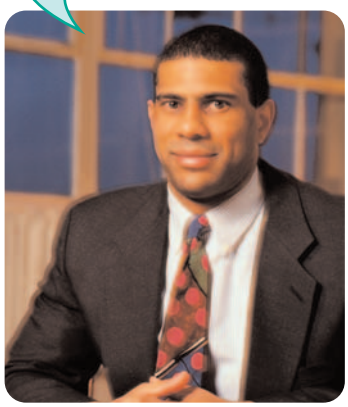
I always leave everything tidy. ☐

I can't see anything wrong with the desks as they are. ☐

I agree. Something needs to be done. I often slip on those backing strips that are left on the floor. ☐

We could put a bin right by the place where the backing strips are ripped off the labels. Then it would be easy for everybody to drop the strips straight into the bin. ☐

We could appoint someone from the team to be responsible for seeing that all the desks are kept tidy and are left tidy at the end of a shift. We could take turns. ☐



Some people I could mention could spend less time messing around and more time clearing up! ☐

Teamwork

Task

Task 2

31 Listen to the team leader again. Which of these responses gives the most constructive explanation of why the last bag for a flight is often sent through without an end tag? Tick your answer.

Tip

Look for the phrase that doesn't put the blame onto other people.

I've noticed that Pete never remembers. ☐

I get it right, so why can't other people? ☐

One or two people are letting the rest of the team down. They know who they are. ☐

We're all keen to get through the workload so we're not always as careful as we should be. ☐

We could do with a bit of time to make sure we're all up to speed with the systems. We could request some training. ☐

Task 3

Work in groups of four or five, ideally with people who do the same or similar jobs.

1 Discuss what information you think would be useful to new employees in your place of work.

You might like to discuss anything you found difficult when you started, or tips you were given by other workers that you found useful.

2 As a group, agree on the information and how it should be presented – in a leaflet, a booklet, as a short talk and so on.

3 Explain your group's ideas and decisions to the whole group.

Remember!

- Encourage everyone to join in.
- Listen to people's ideas.

PAGES 5:6–5:8
Communication

Occupational setting

Clear communication is vital in aviation. This module aims to develop learners' skills in relaying concise messages that contain adequate information, and receiving and confirming messages using the telephone or radio.

Materials

Role-play cards, including scenarios familiar to learners or that learners are likely to come across: one pack should include situations/messages to be passed on by phone or radio; a second pack should include possible listener responses to the message

Telephones and radios used by learners

Flipchart/board

Audio equipment

Learning outcomes

1 To become familiar with the correct way to send a message by phone or radio (focus page 5:6, Task 1)

2 To become familiar with the correct way to receive phone or radio messages (focus page 5:7, Task 2)

Suggested teaching activities

Introduction

- Discuss learner experiences of giving and receiving messages.
- *What are the key things to remember about how to use the phone or radio?* (e.g. hold down 'transmit' or 'speak' button fully and do not release it until you have finished speaking)
- *How should you speak?* (e.g. mouthpiece close to mouth, but not too close; speak slowly with a natural rhythm, etc.) ESOL learners may need to practise the natural rhythm of English.
- *What should you say?* (e.g. normal aviation words and phrases; specialist phrases for communicating by phone or radio – 'negative', 'say again', etc.)
- *What must you include in the message?* (e.g. name, contact number, etc.)
- *What mustn't you include in the message?* (e.g. personal conversation, 'Over and out', etc.)
- Are there any examples of good/poor practice that learners know about and are willing to share? What are the potential consequences if messages are not given or received correctly?
- Do learners have any existing strategies for giving/receiving messages that they can share? (e.g. making notes, using a checklist)

Focus pages 32–33

- Each photograph is accompanied by an audio clip. Some teachers may prefer to read the audio script or to replace it with a message of greater relevance to the learners. Each pair of messages shows both bad and good practice.
- Work through the audio clips and the accompanying text, discussing each one and asking learners to give their opinion on why each one is correct or incorrect.
- Ask learners to suggest phrases they could use to check that messages they give have been understood. Write the suggestions on the board/flipchart and ask learners to select some to add to the speech bubble on focus page 5:6.
- Discuss learners' ideas for how they might improve each message. Model a message that includes learners' suggestions. Ask learners, in pairs, to role-play giving and receiving correct messages using scenarios prepared on cards. A third learner might act as an observer and feed back positive comments.
- Round off the session by asking learners to contribute to a checklist of 'Things to do when sending messages' and another for 'Things to do when receiving messages.' Record these on a flipchart or board. They can be typed up later and distributed to the learners.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1 SLlr/L1.2 SLlr/L1.3 SLlr/L1.4 SLc/L1.1 SLc/L1.2 SLc/L1.3	AOG Unit 12	C1.1

Task 1 34

Express clearly statements of fact
SLc/L1.1
SLc/L1.3

- Discuss the checklist with the learners. How does it compare with the one they composed in response to focus page 5:6? If preferable, use the learners' checklists to complete the task.
- Ensure all learners understand each point.
- Play the audio clip or compose an appropriate audio script and record or read it to the learners. Stress that in reality you can only listen once, unless you ask appropriate questions. Guide learners towards appropriate questions and practise asking them.
- Play the audio clip again to confirm answers to the learners' questions.
- Repeat the process if necessary.
- Ask learners to complete the task individually, in pairs or in small groups.

If the learner has difficulty

- Suggest learners keep a notebook to note down salient facts.
- Play the audio clip in small chunks.
- Cut the checklist into individual points and ask learners to make two piles as they listen.
- Ask each member of the group to listen out for one point. Combine all the answers.
- Compose other scripts of messages likely to be encountered by learners for them to analyse.
- Assist learners to compile scripts for situations they are likely to encounter, and practise them.
- Remind learners that in a real situation they can ask for a pause or repetition.
- Give ESOL learners a chance to practise the 'natural rhythm' of English.

Extension

Ask learners to work individually, in pairs or in small groups, to identify any information that was missing from or incorrect in the audio clip and to compose a script that covers all the points.

Task 2 35

Listen effectively
SLlr/L1.1
SLlr/L1.2
SLlr/L1.3
SLc/L1.2

- Discuss the checklist with the learners. How does it compare with the one they composed in response to focus page 5:7? If preferable, use the learners' checklists to complete the task.
- Ensure the learners understand each point.
- Play the audio clip or compose an appropriate audio script and record or read it to the learners.

If the learner has difficulty

- Suggest learners keep a notebook to note down salient facts.
- Play the audio clip in small chunks.
- Encourage learners to ask for repetition if necessary.
- Cut the checklist into individual points and ask learners to make two piles as they listen.
- Ask each member of the group to listen out for one point. Combine all the answers.
- Compose other scripts of messages likely to be encountered by learners for them to analyse.
- Assist learners to compile scripts for situations they are likely to encounter and practise them.

Extension

Ask learners to work individually, in pairs or in small groups, to identify any information that was missing from or incorrect in the audio clip and to compose a script that covers all the points.

Theme assessment

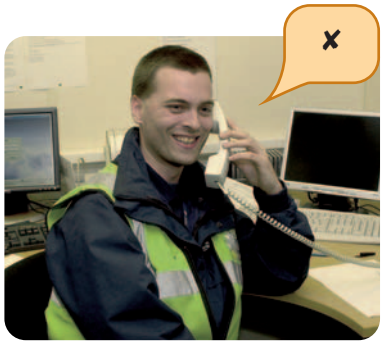
Based on their own experience, ask learners to compose a script that contains all the correct points for both speakers and listeners and then enact it for the other learners as an example of good practice.

Communication

Focus

32 Good passenger services rely on good communication.
When **giving information** by phone or radio you need to:

- speak clearly
- include all the relevant details.



Make sure you are talking to the right person.

Give enough information to make the message clear. Make sure you include details such as:

- your name
- your job title
- where you are speaking from
- your contact number.

Don't include information that has nothing to do with the message you are sending.

Before you finish the conversation:

- get the person you are speaking to to repeat the message back to you
- check that your message has been understood.

Repeat the message back to me.

Communication

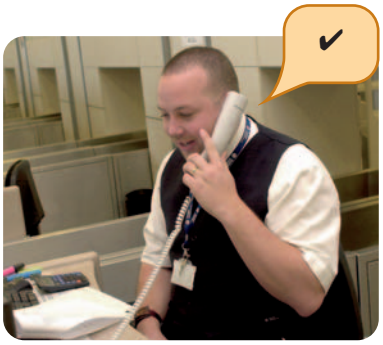
Focus

33 When **receiving information** by phone or radio:

- listen carefully
- if there is anything you do not understand, ask.

Let the caller know:

- your name
- your job title
- where you are speaking from.

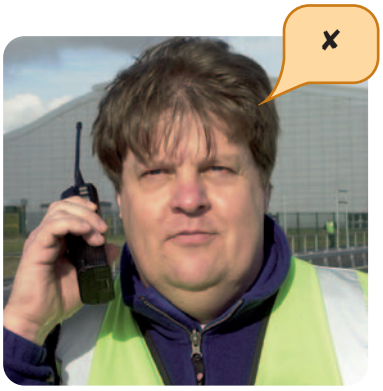


Let the caller know you are ready to listen.

State your message.

Let the caller know you are listening.

Mmm …



Make sure you find out:

- who the caller is
- how the caller can be contacted.

Listen out for alterations to the message.

Correction.

Disregard.

Let the caller know when to speak or when the message is finished.

Over.

Out.

Before you finish the conversation:

- make sure you understand the message
- repeat the message so that the caller knows you have understood it.

Say again from …

Speak slower.

Communication

Task

Task 1

34

Listen to the flight dispatcher. Tick (✔) the things on the checklist that the speaker does correctly.

Giving messages – the way to speak	✔
Speak slightly slower than normal with a natural rhythm	
Speak at the same volume as a normal conversation; do not shout or whisper	
Use clear sentences	
Speak clearly; do not slur words together or hesitate; don't use 'er' or 'um'	

Giving messages – what to say	✔
Give your name	
Give your job title	
Say where you are	
Say how you can be contacted	
Check the listener has understood you	
Ask the listener to repeat the message back to you – particularly any numbers, codes or times	

Task 2

35

Listen to what the listener does. Tick (✔) the things on the checklist that the listener does correctly.

Receiving messages – the way to listen	✔
Let the caller know that you are ready to listen: 'State your message'	
During the message, let the caller know that you are listening: 'Yes, OK, mmm'	
Let the speaker know when it is his or her turn to speak or that the message is over: 'Over', 'Out'	

Receiving messages – what to say	✔
Give your name	
Give your job title	
Say where you are	
Say how you can be contacted	
Find out who the caller is	
Find out how the caller can be contacted	
Check that you have understood the message	
Repeat the message back to the caller – particularly any numbers, codes or times	

Think about what makes effective communication.

SLc/L1.1; SLc/L1.3; SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLc/L1.2

PAGES 5:9–5:10

Letters and numbers

Occupational setting

To avoid confusion, the phonetic alphabet and numerals must be used when giving and receiving messages. This focus looks at ways of learning the alphabet so that it can be used to both give and receive messages. Some of the suggestions for methods of learning might also be applied in other areas, such as learning particular spellings or remembering particular workplace procedures.

Materials

Phonetic alphabet (0:42) and Phonetic numbers (0:43) from the Source material

Set of cards with common workplace codes on them – ideally the codes should include three numerals from 0 to 9 and three letters. Letters with sounds that are difficult to distinguish (e.g. S and F; B, D, and P; M and N, etc.) should predominate

Code cards from the Source material (0:44–0:45)

Pens, pencils, paper

Telephones/radios

Learning outcome

1 To use a variety of techniques to learn and remember the phonetic alphabet (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- Ask learners to sit back to back, in pairs. One learner is to read a code from a card using standard number and letter names. The other learner should write the code down. After several examples, learners can swop roles.
- Bring learners together to compare what they wrote with what was actually written on each card. Discuss any difficulties with letters that sound similar. Extend the discussion to include difficulties when there is a noisy background, interference on the radio, the speaker's native language is not English, people have different dialects, etc.
- Make sure each learner has a copy of the Phonetic alphabet and Phonetic numbers sheets from the Source material. Ensure learners understand the format of the pages and how each letter should be pronounced. (The emphasised syllable is in bold.)
- Discuss the letters that were confused in the earlier exercise. Ask learners to find these on the sheets from the Source material. Could Sierra be confused with Foxtrot, as 's' and 'f' might be confused?
- Read out each phonetic letter and number so that learners can hear how it sounds. Give learners a chance to practise listening. Give reasons for unusual pronunciation, e.g. using 'fo-wer' for four and 'fife' for five.
- Get learners to use the Phonetic alphabet sheet from the Source material to spell out their names to the rest of the group.
- Read through the other information on the Phonetic numbers sheet about how to make numbers clearer. For example, each must be said separately, so 142 becomes 'one-four-two', not 'one hundred and forty-two'.
- Discuss why is '9' is pronounced 'ni-ner' (so as not to confuse the number with the German word for 'no' – 'nein').
- Point out that the numeral pronunciations are not used for times, weights and measurements.
- Discuss how learners think they might remember the phonetic alphabet. Note existing techniques for remembering on the flipchart.
- ESOL learners may need the cultural references explained.

Focus page

- Discuss each technique for remembering the phonetic alphabet exemplified on the page. Compare this with the list compiled by learners and add any extra techniques in the space provided.
- Extend the discussion to include how these techniques could be useful for remembering other things such as procedures, methods and spellings.

Curric. refs	NOS/NVQ	Key Skills
SLc/L1.1 SLlr/L1.1	AOG Unit 12	

Task 1

Use the phonetic alphabet to give and receive codes
SLc/L1.1
SLlr/L1.1

- Divide the group into threes. One group member acts as an observer and has the phonetic alphabet written out to correct errors and provide clues when the others get stuck.
- Using the blue set of Code cards from the Source material (cut up individually), challenge learners to speak out the code using the phonetic alphabet, while their partners note down the code in standard letters and numbers. Reverse roles.
- Repeat the exercise using the pink set of cards.
- If possible, make the task more authentic by using telephones or radios and ensure all three group members have a go at giving and receiving the codes.

If the learner has difficulty

- Suggest learners test themselves on the phonetic alphabet and list the letters that are causing a problem. Go through the methods of learning them suggested on the focus page and identify/suggest an appropriate method for learning the remaining letters.
- Allow learners to use a 'crib sheet' until they feel more confident.
- Ensure learners are able to read the words pertaining to each letter and know the correct pronunciation. Go through this with them.
- Visual and weak auditory learners may find a set of flash cards with the letter on one side and key word/picture on the other a useful tool for learning the alphabet.

Extension

Give further practice with a variety of different codes that will be used regularly by learners. This could include some common aircraft registrations.

Task 2

Use the phonetic alphabet to spell out words
SLc/L1.1
SLlr/L1.1

- Ideally this task should be done orally.
- Learners should spell the destination names to a partner who transcribes them.
- If required, a third person can observe and be ready to prompt as in Task 1.

If the learner has difficulty

- Ensure learners understand the place names on the list.
- Support learners to remember the phonetic alphabet using any method that they find successful and provide plenty of opportunity for practice.

Extension

Give further practice with plane company names, passenger names and other vocabulary that will be used regularly by learners.

Task 3 36

Listen to a message, transcribe it and repeat it back
SLc/L1.1
SLlr/L1.1

- This task follows on from the previous theme. Explain that learners will be asked to listen to a message, write it down and repeat it back.
- If preferable, learners can work in pairs, with one learner reading from the script and the other repeating the information back. The roles can then be reversed.

If the learner has difficulty

- Break the task into more manageable chunks. Support learners to listen as often as necessary, write down the message and listen again to check their notes, then repeat the message back to check it again.
- Read the script to the learners. Encourage them to use the phrase, 'Say again from …' when they need part of the message repeated.

Extension

- Ask learners to repeat back the message from memory.
- Ask learners to repeat the task using codes/situations from their own workplace.

Theme assessment

Learners will be observed using the phonetic alphabet correctly in the workplace.

Letters and numbers

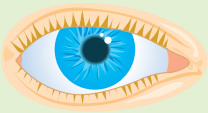
Focus

Flights often have similar names, letters or numbers. To avoid confusion, the **phonetic alphabet** is used when giving messages that include letters or numbers.
How can you remember it?

Create a picture in your mind that links what you are trying to remember with the letter.

J – Juliet
R – Romeo

M – Mike
T – Tango



Look at one letter at a time.
Say it aloud.
Cover it over.
Repeat it back.
Check you got it right.

Test yourself again an hour later.
Test yourself the next day.

Repeat the process with more than one letter at a time.

Make a recording of the alphabet and listen to it whenever you can.
Join in with the letters you know.
Sing it if it helps!
Make another recording or just record the letters, with gaps so that you can fill in the words that go with them.

Trace the letters with your finger as you say them.
Learn the letters in chunks of three or four.

Play games with the letters.

I spy with my little eye something beginning with 'kilo'.

Practice

Spell out everything you see – car registrations, names, shopping lists ...

Mike, India, Lima, Kilo.

Letters and numbers

Task

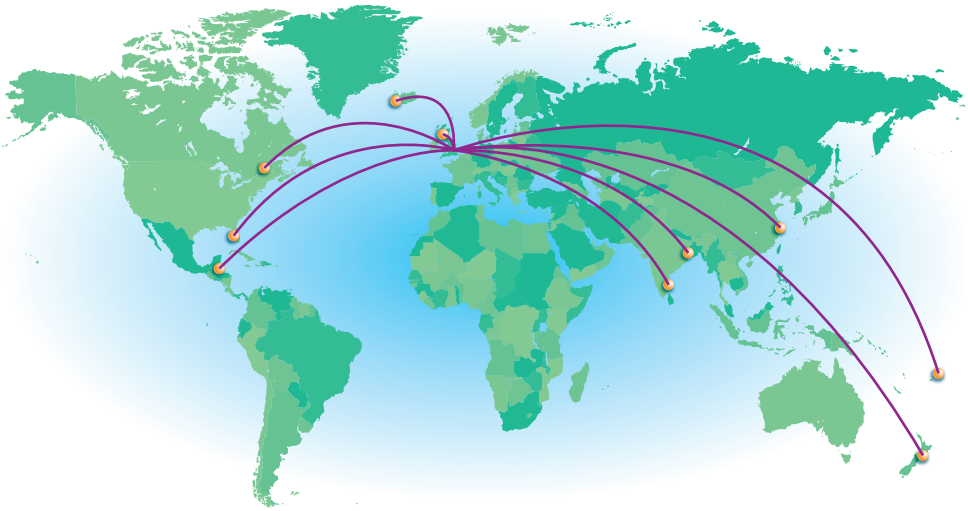
Task 1

Work with a partner. Use the Code cards from the Source material to practise using the phonetic alphabet.

Task 2

Spell these destinations using the phonetic alphabet.

1 Belize
2 Calcutta
3 Fiji
4 Glasgow
5 Madras
6 Quebec
7 Reykjavik
8 Shanghai
9 Tampa
10 Wellington



Task 3

36

Work in pairs. Listen to the radio messages. Write down the words or codes that are spelled out using the phonetic alphabet. Repeat each one back to your partner.

1	2	3

Use the phonetic alphabet and numerals to send and receive messages.

SLc/L1.1; SLlr/L1.1

PAGES 5:11–5:13
International time

Occupational setting

Greenwich Mean Time (GMT) – also known as Zulu Time, Z or Universal Time Constant (UTC) – has been adopted as the reference point for current time around the globe. Passengers travelling to other time zones often like to compare 'local time' with GMT. An underpinning knowledge of the concept of time zones and how these are measured from GMT is vital for airport staff in passenger services.

Materials

Time zones sheet from the Source materials (0:54)

Learning outcomes

1 To understand that all international time is measured from Greenwich Mean Time (focus page, Tasks 1 and 2)

2 To calculate 'local time' in different cities around the world (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Ask learners whether they have ever heard of or suffered from 'jet lag'. Can they describe what it is and why it happens? (Establish that it is the tiredness and disorientation that results from travelling across time zones, when a person's body is 'out of sync' with the *local* time at his or her destination.) Ensure learners understand the term '*local* time'.
- Do learners know any terms used to describe *UK local* time? Ask what learners understand by Greenwich Mean Time. (It is a reference point for other time zones around the world.) Have learners heard any other terms to describe this reference point? (GMT, Zulu Time, Z, Universal Time Constant, UTC)
- Use a globe and a torch to demonstrate day and night occurring at the same time on opposite sides of the globe. Ask what time it is in the UK when the sun is directly overhead. (Establish that this is 12:00 midday.) Point out that it is completely dark at the opposite side of the globe at this same instant, so if people living there had to call this same instant 12:00 midday, then planes arriving at midday would arrive to total darkness. This would be very confusing for the aviation industry and those involved in international travel! Explain that a system of 'time zones' was devised so that whichever part of the world you are in, when the sun is directly overhead the *local time* is 12:00.
- If learners were born or have lived in another country, draw on their experience. Some learners may call relatives and friends overseas. How do they make sure they do not call at an inappropriate time?

Focus page

- Read through the focus page linking the information to the turning of the globe. Shine the torch on Tokyo and turn the globe slowly towards the east. Establish that when the sun is shining directly overhead in Tokyo (12:00 local time), it isn't yet light in the UK. Point out that when the UK has the sun directly overhead (12:00 midday local time), it is just becoming light in New York, but it is approaching evening again in Tokyo.
- Get learners to calculate the time in the cities shown on the focus page when it is 12:00 midday in the UK, i.e. Tokyo = 21:00, Paris = 13:00, New York = 07:00, Vancouver = 04:00. This is a good opportunity to check that learners understand 24-hour times, i.e. that 21:00 is the same as 9 o'clock in the evening (pm) and that 04:00 is the same as 4 o'clock in the morning (am). Ask learners to discuss and feed back on methods of converting 24-hour times to 12-hour times. Learners having difficulty will need additional support. Converting between 12- and 24-hour times is covered in the theme 'Running on time', in Module 3. Also refer to *Skills for Life* Numeracy Level 1, Unit 3 for additional support. Encourage learners born in other countries to state how many hours their birthplace is ahead of or behind GMT.

- Ask learners what systems are in place at work for them to find out the local times of places that passengers are travelling to.
- Refer to the Time zones map in the Source materials. This shows times around the world referenced from GMT. Point out that if you travel east, you set your watch ahead one hour for each time zone you cross. If you travel west, you set your watch back one hour for each time zone you cross. Give learners plenty of practice in calculating local times around the world using GMT as the reference point as shown on the map.
- Ask learners what happens to the time in Britain (and many other countries) during 'British Summertime'. Explore the concept of 'clocks changing', checking that ESOL learners understand the vocabulary.

Curric. refs	NOS/NVQ	Key Skills
MSS1/L1.2	AOG Unit 12	N1.1

Task 1

Calculate local international times
MSS1/L1.2

- Explain that the task is to calculate the times and record answers in the 24-hour clock and 12-hour clock.
- Remind learners how to convert 24-hour times to 12-hour times, and that am = before midday and pm = after midday.
- Discuss the times to be calculated. Are they hours ahead or hours behind?
- Discuss whether the times in the other countries will be on the same day as London or on a different day.

If the learner has difficulty

- Observe learners carrying out the task and identify the type of difficulty they are experiencing. Difficulties may lie in adding and subtracting hours to and from 24-hour format, adding and subtracting hours to and from 12-hour format, or converting between 12-hour times and 24-hour times. Strategies and approaches will vary from learner to learner and may include the following:
- *Adding and subtracting hours to and from 24-hour format:*
  - Check that learners are using the information correctly. Do they know when to add on and when to subtract the required number of hours?
  - A time line with the hours written down in 24-hour format may be useful, especially when tracking forwards and backwards over midnight.
- *Adding and subtracting hours to and from 12-hour format:*
  - Check that learners are using the information correctly.
  - If learners are using the clock icons to help them count forwards and backwards, ensure they understand that when they count beyond 12 'am' they reach 'pm' and when they count beyond 12 'pm' they reach 'am'. (The reverse applies when counting backwards.)
  - A time line with am followed by pm in 12-hour format may be useful.
- *Converting between 12-hour times and 24-hour times:*
  - The concept may need further explanation and practice.
  - Use games such as matching cards to give additional practice, or use quick quizzes.
- There are more opportunities for skills development in the *Skills for Life* materials, Level 1, Unit 3.

Extension

- Get learners to refer back to their answers from the task and to highlight where the times show a different day from the GMT times shown in the question. Ask them to explain why this has occurred.
- Challenge learners to complete a similar table, using different destinations, where the GMT times are not complete hours, e.g. *If it's half past seven in London, what time is it in Beijing? If it's 2355 in London, what time is it in Moscow?*

Task 2

Calculate local international times
MSS1/L1.2

- Talk through the example. Can learners follow through the logic of the calculation? Do they have another strategy for finding a local time when given a departure time and journey time?

- Remind learners that when flying west, times are behind GMT. When flying east, times are ahead of GMT. Some learners may need help remembering east and west. Assist them to work out a suitable way of remembering, such as a mnemonic.
- Remind learners how to count forwards and backwards over midnight.

If the learner has difficulty

- The abstract nature of the task may be problematic for some learners. Get individuals to role-play both stages of the task. First of all, get them to use an analogue clock and act out changing their watch at the start of the flight to coincide with local time at their destination. (Refer to the 'Remember!' box for the difference between local time and GMT.) Then get learners to count on the correct number of hours to coincide with the duration of their flight.
- Give learners plenty of practice in calculating using their preferred method. A time line showing 24-hour times and corresponding 'am' and 'pm' times is a useful aid for counting forwards and backwards over midnight. Encourage learners to work more quickly as they gain practice – especially in calculating whether to add or subtract times depending on whether they are flying to the east or west.
- Give ESOL learners practice in suitable phrases for giving the information to passengers, e.g. '… arrives at …', 'The arrival time is…', etc.

Extension

Get learners to work out the local time in London (GMT), given the flight time and local time at a foreign destination, e.g. *My ten-hour flight from Tokyo leaves at 09:00 local time. What time will it be in the UK when I land?*

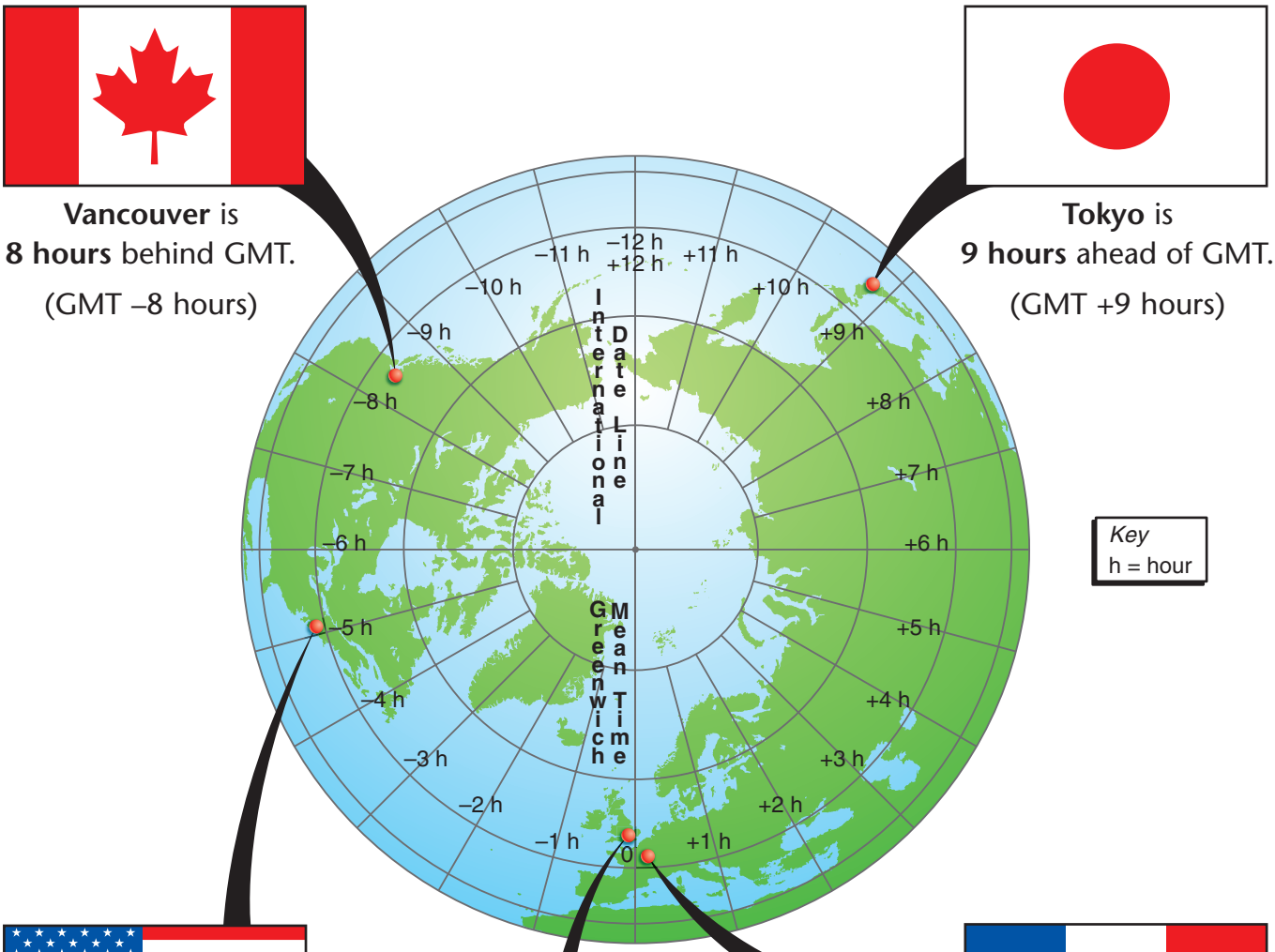
Theme assessment

Learners can set a quiz (with answers) that involves answering passengers' queries regarding times in local destinations.

International time

Focus

The world is divided into 24 time zones, with a difference of 1 hour between adjacent zones. They are all linked to Greenwich Mean Time (GMT).



Vancouver is **8 hours** behind GMT.
(GMT –8 hours)

Tokyo is **9 hours** ahead of GMT.
(GMT +9 hours)

New York is **5 hours** behind GMT.
(GMT –5 hours)

Paris is **1 hour** ahead of GMT.
(GMT +1 hour)

Greenwich Meridian
This is the starting point for all time zones around the world.

International time

Task

Task 1

The first column of the table tells you the time in London. For each row in the table below, work out the time in the other cities. Write your answers using the 24-hour and 12-hour clocks.

Remember!
am = before midday
pm = after midday

UK	Tokyo	Paris	New York	Vancouver
GMT	GMT +9 hours	GMT +1 hour	GMT –5 hours	GMT –8 hours
12:00 Midday				
09:00 9 am				
18:00 6 pm				
22:00 10 pm				

International time

Task

Passengers travelling to other time zones often like to know what the local time will be when they arrive at their destination.

I take off from London at 08:00 GMT.
My flight to Paris will take 1 hour 15 minutes.
What will be the local time when I land in Paris?

When you take off from London at 08:00 GMT, the local time in Paris will be 09:00 (GMT + 1 hour).

Your flight will take 1 hour 15 minutes, so when you get to Paris, the local time will be 10:15 (local time + 1 hour 15 minutes' journey time).

Remember!

- Vancouver is 8 hours behind GMT (GMT –8 hours).
- Tokyo is 9 hours ahead of GMT (GMT +9 hours).

Task 2

Work out the local time when each passenger arrives at their destination.

1

My 11-hour flight to Vancouver leaves the UK at 07:00 GMT. What time will it be in Vancouver when I get there?

*When you take off from London at **07:00 GMT**, the local time in Vancouver will be _____.*

*Your flight will take **11 hours**, so when you get to Vancouver, the local time will be _____.*

2

*Our 10-hour flight to Tokyo leaves the UK at **07:00** GMT. What time will it be in Tokyo when we get there?*

*When you take off from London at **07:00 GMT**, the local time in Tokyo will be _____.*

*Your flight will take **10 hours**, so when you get to Tokyo, the local time will be _____.*

PAGES 5:14–5:17

Finding information in manuals

Occupational setting

A TIM (Travel Information Manual) is published monthly and lists all worldwide up-to-date country entry requirements. Check-in assistants will be familiar with the passenger entry requirements that they deal with regularly, but in unusual circumstances such as when a passenger has an unfamiliar passport, or when proof of inoculation may be required in a particular country, the manual may need to be consulted. It holds a great deal of complicated information, and retrieving that information is a multi-step process. This focus looks at alphabetical order and its use as a method of finding information quickly. At the same time it considers how to interpret some of the information when it is found, by using punctuation and key language. Learners will practise scanning for information whilst using the manual to locate countries on a map, and will become familiar with the location of different countries. The confusing format of the manual will need a very clear explanation by the teacher and full exploration by the learners.

Materials

Copies of TIMs

Glossary within this file

Dictionaries

Atlases

Maps of the world showing country borders

Learning outcomes

1 To make use of alphabetical order to locate information (focus pages, Tasks 1 and 3)

2 To make use of punctuation when reading information (focus pages, Tasks 2 and 3)

3 To use a key word to scan for information (focus pages, Task 3)

Suggested teaching activities

Introduction

- In pairs or small groups, ask learners to explore and become familiar with a TIM (Travel Information Manual) to try to decide a) what it is for, and b) how it works. Bring learners back together to discuss how they got on. Acknowledge correct responses. Explain any misconceptions.
- As a group, further explore the manual, looking at the different sections.
- Go through pages 6 and 7, or explain how to use the manual.
- Present learners with a typical scenario, e.g. *A passenger with a Croatian passport is flying to Delhi. What vaccination certificates does s/he need?* Work through finding the answer from the manual. Repeat the process as many times as necessary. Some learners may benefit from producing a small flow chart or checklist to remind them of the stages to go through.

Focus pages

- Did learners spot the use of alphabetical order in the manual? Look at the section about the ALPHABETICAL INDEX. Explain how alphabetical order works. Have alphabet strips available as a reference. As an energising activity, ask the group to quickly organise themselves into alphabetical order using their family names.
- Give learners a different part of the index written out on separate cards to practise arranging items in alphabetical order. Some language such as 'Laissez-Passer' may need explanation! This could be looked up in a glossary/dictionary to further demonstrate how alphabetical order is used in other contexts and to provide extra practice. Encourage learners to keep a personal dictionary of words they need to spell or know the meaning of. Also encourage them to ask about anything they do not understand.

- Ask learners to find the answers to the questions on focus page 5:14. Emphasise that there is no need to look from the beginning. They can start looking at about the position the initial letter of the word comes in the alphabet.
- Talk about scanning for information. Liken it to looking for a familiar face in a crowd of faces. Once they have decided which word to look for, they can look briefly over the page or down the list until they see what they are looking for. How can they choose a key word to scan for? It will depend on the subject they need to know about. It might be the name of a country, a visa query, a quarantine query, etc.
- Using the whole index from an actual manual, challenge learners to find a particular page. When the page is found, ask learners to scan for a particular word. Repeat as necessary.
- Talk about the alphabetical list of countries that works in the same way. Challenge learners to find the information listed under particular countries.
- Now look at the way the information is arranged. The examples on focus page 5:15 show how each of the individual pieces of information could be written out if punctuation or abbreviations were not used. Imagine the size of the manual!
- Discuss the use of the colon (:). What does it signal? (that the part of the sentence that went before it has lots of endings that are listed below it) Find examples and show how the first part of the sentence/statement can be added before each item listed.
- Discuss the use of the comma (,) to separate items on a list. Again demonstrate how this works in conjunction with the colon.
- Discuss the use of the full stop (.) at the end of abbreviations, e.g. max., Rep. Find examples.
- Discuss the use of the semi-colon (;) to signal the end of a particular set of information.
- Discuss the use of brackets ( ) to contain additional information. Find examples.
- Guide learners to the other places in the manual where they will need to look to clarify or extend the information they find using both numbers and letters.
- Discuss the use of conditional sentences e.g. '*If* the passenger is travelling straight to a country'; 'a visa is not required *if* the passenger is a national of Israel'. Learners could use these as prompts for questions to get more information before making a decision on a course of action, e.g. 'Are you travelling straight to …?' 'Are you an Israeli national?'
- Sum up the session by asking learners in pairs or small groups to use a TIM to find the answer to a scenario you present to them. Provide as much help and support as necessary. Reassure learners that they do not have to remember all this information. It is constantly changing and it is the job of the manual to hold the updated information!

Curric. refs	NOS/NVQ	Key Skills
Rs/L1.2	AOG	n/a
Rs/L2.2	Unit 23	
Rw/E3.5		
Rt/L2.6		
Rt/L1.5		
Rt/L2.8		

Task 1

Arrange the names of countries in alphabetical order
Rw/E3.5
Rw/E3.4

- Remind learners of how alphabetical order works.
- Make sure they understand the task.
- Some learners may wish to complete the task in pencil to allow for errors to be corrected.

If the learner has difficulty

- Write names on individual sticky notes for learners to rearrange until they are happy with a final version.
- Provide learners with, or ask them to make strips of paper, each with a section of the alphabet written on it to help learners decide whether a letter is at the beginning, middle or end of the alphabet.
- To relieve anxiety about reading place names, remind learners that to complete the task, they do not have to read any of the place names, but look for the order of the letters in the names that are used.

Extension

- Ask learners to compile and arrange an alphabetical card index comprising countries they most often deal with and notes about what they need to remember when dealing with passengers flying to these countries. This will have to be updated as necessary.
- Ask learners to study a map of the world or atlas to locate the different countries.
- Ask learners to find out the international codes for these countries.

Task 2

Find and use additional information in a manual
Rt/L2.6
Rt/L2.8

- Ensure learners understand the task and know where these sections of information appear in a TIM.
- Give learners time to practise what they want to say.
- Ensure learners are giving the correct information to each other.

If the learner has difficulty

- Ask learners to take a chunk at a time and work out what that means before moving on.
- Cover the parts of the text not being used to allow the learner to concentrate on a chunk at a time.
- Ask questions to bring out the salient points.
- Look at an actual TIM to see where these sections appear in reality.
- Suggest using a finger or straight edge to keep a place while the additional information is being sought elsewhere.
- The use of the expressions such as 'travelling *on* a document' may need to be explained to ESOL learners.
- Check learners' understanding of the word 'exception'.

Extension

Challenge learners to interpret some information from a TIM for another learner to check whether it is correct or not. Treat this as a quiz.

Task 3

Find information from a manual
Rs/L1.2
Rs/L2.2
Rw/E3.5
Rt/L2.6

- Make sure learners understand the task and have everything they need to complete it. They can use a TIM.
- Check that learners understand the term 'exempt'.
- Point out that the words in bold are key words that they can use when scanning the page for the information they need.

If the learner has difficulty

- This is a complex task. If learners are unsure about any stage, provide extra opportunities for them to practise the following skills in isolation:
  - finding names in an alphabetical list
  - scanning for a key word
  - using colons and commas to interpret a list
  - recognising extra information provided in brackets
  - using a number or letter to locate additional information.

  Ensure they feel secure with each before asking learners to combine the skills.
- If learners have not already done so, they may wish to make a simple flow chart or checklist to guide them through the process.

Extension

In pairs or small groups, ask learners to enact a scenario provided by you. One learner is to be a passenger, the other a check-in assistant using a TIM to answer a query.

Theme assessment

Observe the learner in the workplace using a TIM to resolve a passenger query and explain it to the passenger.

Finding information in manuals

Focus

You cannot remember everything you need to know when checking passengers in. Sometimes you will need to look up information in a manual or on the Internet.

The **index** at the front of the manual tells you what sorts of things you can find in the manual. It is arranged in **alphabetical order** so that you can find things quickly. It shows you which **page** to look at for the information you need.

Tip

You may have to look at the second, third, fourth or even later letter of a word to find it in an alphabetical list.

This whole section begins with **F**.

Fa comes before **Fi**.

Fin comes before **Fir**.

French overseas departments comes before **French overseas t**erritories.

Fauna and flora (wild) 24
Fines (health) 17
Firearms and other weapons 25
Form of indemnity 17
French monetary area. 25
French overseas departments 13
French overseas territories 13
Front cover of "International Certificates of Vaccination". 16

Find it quickly!

What page would you look on to find out what the front cover of the International Certificates of Vaccination looks like?

What page would give you information about firearms?

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Finding information in manuals

Focus

The countries in the rest of the manual are arranged in alphabetical order too. You may need to check whether a passenger travelling on a foreign passport needs a visa for the country they are travelling to.

I see you have a Canadian passport. Where are you travelling to?

Uzbekistan.

Tips

- Does the country you are looking for begin with a letter near the beginning, middle or end of the alphabet?
- Open up the manual at about the right place.
- Then begin searching for the right letter.
- Remember, when the names of countries begin with the same letter, use the second, third or later letter to find where they are in an alphabetical list.

When you find the country you are looking for, the different conditions of travel within that country are listed in alphabetical order. This time it tells you where to look for further information.

2. Direct transit to abroad:
visa not required if:
— nationality in 2. "Visa" 1., 3.*a.*, 3.*b.*, 3.*d.*, 3.*h.* or 4.*a.*, 4.*b.*, 4.*c*, 4.*e.*, 4.*f.*, 4.*g.*, or
— national of Israel;

- 2. If the passenger is travelling straight to a country without stopping anywhere else, a visa is not required if the nationality mentioned in section 2. "Visa" is 1., 3.*a.*, 3.*b.*, 3. *d.*, 3.*h.* or 4.*a.*, 4.*b.*, 4.*c*, 4.*e.*, 4.*f.*, 4.*g.*

Also

- If the passenger is travelling straight to a country without stopping anywhere else a visa is not required if the passenger is a national of Israel.

4. max. stay one month:
a. extension possible for nationals of: Canada, Japan, Korean Rep., Malaysia, Mexico, Singapore and U.S.A.;
b. Nationals of: Argentina, Brunei, Chile, Costa Rica **27**, Croatia, Czech Rep., Hungary, New Zealand.

2. If the passenger is travelling straight to a country without stopping anywhere else, a visa is not required if the conditions mentioned in section 2. "Visa" 4.*a.* apply.

4.*a.* says that there is usually a maximum stay of one month but an extension is possible for nationals of Canada, Japan, Korean Republic, Malaysia, Mexico, Singapore and USA.

It tells you to look at **27** too.

Finding information in manuals

Task

Task 1

Arrange each set of countries into alphabetical order.

1

Peru	*Argentina*
Chile	*Brazil*
Brazil →	
Venezuela	
Argentina	

2

Cyprus	
Croatia	
Czech Republic →	
Canada	
China	

3

Malta	
Mexico	
Malaysia →	
Monaco	
Morocco	

4

France	
French Polynesia	
French West Indies →	
French Guiana	
French Southern and Antarctic Lands	

Task 2

Work in pairs.

1 Explain to your partner what this section from the manual means.

Exempt:
— holders of return or onward (sea or air) ticket 21 24 if they leave the territory before expiry date of ticket or visa:

21 Names appearing on the tickets and passports must be the same.
The only exceptions are married women holding a marriage certificate while travelling on a document showing their maiden name and tickets issued in their married name.
Non-compliance results in deportation of the passenger on first available flight of the delivering carrier.

24 Not applicable to nationals from countries of the European Union (E.U.).

Tip

Get what you want to say straight in your head before you begin explaining it to your partner.

2 List all the countries that form part of the European Union (EU).

Use punctuation and alphabetical order to find your way around a manual.

Finding information in manuals

Task

Task 3

Find the section of the manual that deals with the French West Indies. Find the information you need to answer the questions.

1 Read the **Geographical information**.

a List the 'overseas departments' that make up the French West Indies.

- G
- L
- M
- I
- S
- S
- M

b Locate the French West Indies in an atlas or on a map of the world.

2 Find section 1. **Passport:**

a Are passports required for holders of Laissez-Passer issued by the United Nations? Yes/No

b How long should passports be **valid** for?

_____

c What is the exception to this rule?

_____

3 Find section 2. **Visa**

a How much is the fine if passengers do not have the correct visa?

_____

b Does a resident of **Costa Rica** need a visa when travelling to the French West Indies? Yes/No

c Does a **Merchant Seaman** from **Bulgaria** need a visa when travelling to the French West Indies? Yes/No

d Does a woman with a Japanese passport who is married to a man with a passport from the French West Indies need a visa? Yes/No

Tip

Use the colons (:) and commas (,) to separate items on the list.

Tip

Use the brackets ( ) to help you with part c.

Tip

Look to see who is **exempt** from needing a visa to enter the French West Indies.

Use punctuation and alphabetical order to find your way around a manual.

Rw/E3.4; Rt/L2.8; Rs/L1.2; Rs/L2.2; Rw/E3.5; Rt/L2.6; Rt/L1.5

PAGES 5:18–5:20

Manual check-in procedure

Occupational setting

Procedures and instructions in an aviation setting are written to ensure that all workers are working efficiently and effectively to accomplish tasks to the same standard. Some procedures are only referred to when certain circumstances arise, e.g. manual check-in, evacuation. It is therefore important that check-in staff have strategies for understanding and remembering procedures that are not routine. This focus looks at the typical language of procedures and asks the learner to consider the type of question s/he would have to ask a passenger in order to accomplish each part of the process. It is important that the skills learned here are applied to other relevant workplace procedures from the learners' workplace.

Materials

Selection of procedures and instructions from the workplace

Board/flipchart

Highlighter pens

Manual check-in procedure from the Source material (0:55)

Passenger reconciliation procedure from the Source material (0:56)

Learning outcomes

1 To read and understand the language of procedures and instructions (focus page, Task 1)

2 To recognise and use the organisational structure to aid understanding (focus page, Task 1)

3 To recognise that many procedures contain supporting information as well as instructions (focus page, Task 1)

4 To practise asking appropriate questions to get an appropriate response (focus page, Task 2)

Suggested teaching activities

Introduction

- Distribute a selection of workplace instructions and procedures for learners to leaf through and familiarise themselves with.
- Discuss what the group feels are the advantages and disadvantages of following instructions and procedures in their job. Safety issues, maintaining standards, and knowing how to do something may all emerge as advantages. Restricting responsiveness and creativity may emerge as the disadvantages. Hopefully the advantages will outweigh the disadvantages – if not, you may have to add to the list.
- Ask learners to identify any good or bad points they have found when trying to read and/or follow some procedures. Can they all quote one set of instructions or procedures in particular? Can they say what it is about the procedures that they don't like or can't understand?
- Set the scene for a manual check-in in the workplace (this will vary from operator to operator). Discuss learners' experience of it.

Focus page

- Explain that learners will be looking at a procedure for manual check-in. Check that all learners understand what this is and when it might be used. Read it aloud so that learners get a general idea of what it is about. Allow time for questions.
- Are there any words or phrases learners do not understand? How can they find out the meaning? (glossary, dictionary, ask a colleague) How can they remember them? (personal dictionary, mnemonics, etc.)
- Go through the points on the page. As you talk about each one, ask learners to spot other examples on the page that are not highlighted and mark them in themselves. Some learners may like to make a list of words for future reference.
  - *Command words:* These are the words that give the orders. Demonstrate by reading some aloud in an authoritative voice.

- *Negative commands:* How might these be given? e.g. 'you must not', 'never', 'do not'.
- *Order words:* Ask learners for other examples – e.g. 'next', 'secondly', 'last'.
- *More than one command in a sentence:* Look at the use of commas in lists and the use of 'and', 'or' and 'but.' Also look at full stops and discuss what they all signal.
- *Conditional commands/sentences:* Discuss the use of 'if' and 'when', and reword as necessary, e.g. 'You should only use the terms "sir" or "madam" *if* you cannot pronounce the name of the passenger.'
- Look at the highlighted examples of the word 'it'. What does 'it' refer to in each case? Usually learners will have to look back towards the beginning of the sentence or paragraph to find out.
- *Additional information:* This can be spotted because it does not use command words. It is straightforward information that usually supplements the instruction. It will sometimes be found in brackets.

- Ask for one or more volunteers to try to put part of the procedure into his/her own words. Does this make it easier to understand and remember? Point out that it is helpful to visualise the procedure as a kind of 'storyboard'.
- When learners are familiar with the process described, go through it again asking them to suggest questions that could be asked at each stage. List them on the board/flipchart or ask learners to write them into the empty speech bubbles on the focus page. Again, some learners may like a list to take away so they can practise outside the training room.
- The teacher and an able learner can then role-play the process as passenger and passenger service agent to the rest of the group. This may be a good opportunity to demonstrate the correct way to deliver and respond to the passenger security questions.
- Give learners an opportunity to ask questions and discuss any issues before asking them to repeat the process in pairs or threes, with one person acting as a 'friendly critic' as the other two perform the role of passenger and passenger service agent. Swop roles until everybody has had a turn in each position.
- Bring the group back together to recap on what has been covered and answer any questions. Ask learners to share any techniques/tips they may have for remembering each stage of a procedure and the questions to ask. Produce a 'crib sheet' if appropriate.

Curric. refs	NOS/NVQ	Key Skills
Rw/L1.2	AOG	C1.2
Rs/L1.2	Unit 11	
Rt/L2.3	Unit 23	
Rt/L2.8	Unit 24	
Rw/L2.2	Unit 48	
SLc/L1.2	Unit 49	
SLc/L2.2		

Task 1

Read a procedure and answer some questions about it

Rw/L1.2
Rs/L1.2
Rt/L2.3
Rt/L2.8
Rw/L2.2

- Make sure each learner has a copy of the Passenger reconciliation procedure from the Source material and can read it through. A workplace procedure could be used instead and the tasks adapted accordingly.
- Before they begin the task, remind learners that if it helps them, they can:
  - read it aloud
  - check the meanings of any puzzling words or phrases
  - underline the instructions
  - count the number of instructions
  - highlight the parts that are only information, not instructions
  - explain the procedures in their own words, making sure the instructions are in the correct order, and ask a colleague or teacher to check them
  - make their own checklist of things to do
  - make their own flow chart of the procedure.
- Learners can check each other's answers and discuss discrepancies before consulting the actual answers.

If the learner has difficulty

- A learner who is unsure of his/her reading ability could work with a more confident colleague. Such a learner may respond to being offered help in another setting such as a Workplace Learning Centre or local *Skills for Life* session.

- Take each point at a time and go through it with the learner, using questions-and-answers to induce the learner to explain what each point means in real terms.
- Ask the learner to highlight all the command words on the procedure before deciding which words listed in question 1 are command words.
- To answer question 2, direct the learner to the first bullet point and the use of the word 'or'.
- Before attempting question 3, ask the learner to highlight all the 'ands' and full stops. Ask the learner to cut the point up at the highlighted stages. How many parts are there? Has each part got a command word? Repeat with further points from the procedure.
- For question 4, ask the learner to replace the word 'it' with his/her suggestions of what it might refer to. Does it make sense?
- For question 5, direct learners to the tenth bullet point. Remind learners that they are looking to get three instructions out of this point.

Extension

Challenge learners to create a quiz about a workplace procedure for other learners to complete.

Task 2

Ask appropriate questions
SLc/L1.2
SLc/L2.2

- Group learners appropriately. It may be preferable to have small groups where one learner can act as an impartial observer and feed back to the others to improve their communication.
- Remind learners of the work done on the focus page.
- Learners can use the empty speech bubbles as they see fit. Some may prefer to write the script out in full, others to make notes or write in key words.
- When they feel they have explored the possibilities, ask learners to role-play the procedure as many times as necessary for every member of the group to take each role at least once.
- Bring the whole group together. How do learners feel now about procedures, following the session? How does that compare with their initial feelings?

If the learner has difficulty

- If the problem is with the reconciliation process, allow the learner to shadow an experienced colleague and then discuss any remaining difficulties with a mentor.
- Some learners will benefit from making a small flow-chart summarising each action in order, so that they can refer to it if necessary.
- ESOL learners will need to practise suitable phrases with appropriate (polite) intonation.
- If the problem can be identified individually (number, speaking to passengers, etc.), address each one individually by using *Skills for Life* materials or providing extra practice and support, either in the workplace or in a learning setting.

Extension

Ask learners to role-play a different workplace scenario that also involves following a procedure, e.g. evacuation of a building or following security procedures at check-in.

Theme assessment

Learners can be observed, during the course of their work, following a workplace procedure in a correct manner that includes asking appropriate questions.

Manual check-in procedure

Focus

In the event of a system failure or if an airline requests it, you may have to use a manual check-in procedure. It is important that you understand the process involved and the consequences of an incorrect check-in.

You will find words that tell you what to do.

You may find words that tell you the order in which to do things.

You may find words that tell you what not to do.

You may find that there is more than one thing to do in each point.

There may be things to do only if something else happens.

Manual check-in procedure

- Organise your workspace so that you know where all your documentation and details are. (The items you may need immediately are your passenger manifest, bag tags, boarding cards and seat plan where applicable.)
- Start by greeting the passenger in a polite and friendly manner, using eye contact and the passenger's name. If you can't pronounce it, do not embarrass yourself or the passenger; use 'sir' or 'madam' instead.
- Obtain the passenger's ticket and passport and then confirm how many passengers are travelling.
- Do all your ticket and passport checks and, if necessary, a visa check.
- Separate the appropriate flight coupon from the main ticket. If applicable, you may need to validate the name against the passenger name list.
- Ask the passenger if they are taking any hand luggage on board and weigh it. Be aware of the airline's allowance.
- Ask how many items they are checking into the hold.
- Ask all the passenger security questions, including those about forbidden articles, and listen carefully to the responses. Maintain eye contact during this period. Remember, these are serious questions.
- Tag the luggage, placing the respective sticker from the bag tag on the appropriate part of the ticket or confirmation sheet.
- Check that there are no more items to be tagged.

Good morning/ afternoon/evening, where are you travelling to?

What does 'it' refer to?

You may find additional information as well as instructions.

Manual check-in procedure

Task

Task 1

You will need the Passenger reconciliation procedure from the Source material.

Read through the procedure to check that it makes sense to you. Find out the meanings of any words or phrases that puzzle you.

Now answer the questions.

1 These are all words from the procedure.
Circle the command words.
Check with the procedure.

- smile
- be aware
- check
- place
- greet
- boarding pass
- keep
- contact
- passenger
- ask
- security number
- tag number

2 Find three things in the procedure that you **are not allowed** to do when checking passengers in at the gate.

_____

_____

_____

3 How many things does this point tell you to do? Circle your answer.

1 2 3 4 5

4 What does the word 'it' refer to in this point?

_____

5 What are the first three things you should do if you are missing any security numbers from your check sheet?

a _____

b _____

c _____

- Check the passenger's boarding pass. Separate the boarding pass stub and return it to the passenger. Keep the larger copy and hand it to the agent responsible for reconciling the passenger numbers.

- The loaders will be looking for the baggage to offload it. If passengers arrive before the bag has been found, they may travel. If they arrive after the bags have been found then they will not be permitted to travel.

Rw/L1.2; Rs/L1.2; Rt/L2.3; Rt/L2.8; Rw/L2.2; SLc/L1.2; SLc/L2.2

Manual check-in procedure

Task

Task 2

- Work in pairs or small groups.
- Discuss what you would say for each of these points of the procedure.
- Role-play the reconciliation of passengers at the gate, using what you have planned to guide what to say.

1 ■ When greeting passengers at the gate, smile and greet the passenger in a friendly manner.

2 ■ Ask the passenger for his/her boarding card and passport.

3 ■ After checking the documents, try to use the passenger's surname when thanking him/her.

4 ■ At flight closure, telephone check-in and request the closure figure/TOB. Ask for the highest used security number.

5 ■ If you are missing any security numbers from your check sheet you must advise the dispatcher straight away. Then contact check-in and ask them to check the names that are registered to the missing security numbers and the tag numbers if bags are present.

Rw/L1.2; Rs/L1.2; Rt/L2.3; Rt/L2.8; Rw/L2.2; SLc/L1.2; SLc/L2.2

PAGES 5:21–5:23
Weight

Occupational setting

Check-in staff have an important role to play in ensuring that bags are weighed and labelled correctly, not only to help minimise manual handling injuries amongst baggage handling staff, but also for the expediency of passengers who may connect onward with other airlines and as such need to comply fully with the baggage weight regulations.

Materials

Board/flipchart

Selection of digital and analogue weighing scales – if possible, both metric and imperial

Items for weighing (see Introduction)

Baggage allowance guidelines from a selection of airlines

Learning outcomes

1 To read and compare weights (focus page, Tasks 1 and 2)

2 To calculate charges for excess baggage (focus page, Task 2)

Suggested teaching activities

Introduction

- As a group, discuss the maximum baggage weight for individual items of baggage (32 kg / 70 lbs). Flag up the fact that UK airports now weigh everything in metric units but that many foreign airlines (e.g. Canadian and American) use imperial units.
- Write the headings 'Metric' and 'Imperial' on the board/flipchart. Ask learners for words that they associate with weight. Discuss and write these in the appropriate chart columns. Are learners aware that kilos and kilograms are the same thing? Discuss abbreviations for each unit of measurement. Check learners understand what kilograms are. Ask learners if they know what 'kilo' means. (1000)
- Write some kg weights on the board/flipchart, e.g. 6.1 kg, 61 kg, 5.0 kg, 50 kg, 12.5 kg, 21.5 kg, etc. Can learners put them in order starting with the lightest/heaviest? Which of these weights are above the 32 kg maximum limit?
- Introduce a range of weight measuring tools (both digital and analogue), ideally including some bathroom scales, with both metric and imperial weights. Show how the displays differ and establish with learners the type of display they are familiar with. Which would they expect to see when weighing luggage at home? How about at check-in? What is the advantage of digital scales? (quicker to read as you don't need to calculate the unmarked divisions found on analogue scales)
- Carry out some activities that involve estimating and reading scales in pairs or small groups, using digital scales and everyday objects, e.g. 1 kg sugar, 2 litres of lemonade, 5 and 10 kg of potatoes. Progress to estimating and weighing packed suitcases and rucksacks.
- Ask learners to think about the kinds of weights they are most likely to encounter for hand baggage. Do learners know the weight restriction for hand luggage for airlines they have travelled with?

Focus page

- Ask learners to read through the poster on the focus page, paying particular attention to the key words flagged up in the thought bubbles. Ensure learners understand what is meant by 'maximum weight limit' and how and why it is enforced at check-in. (Stress that the weight limit of 32 kg relates to single items of luggage and is not the passengers' baggage allowance. It is a safety measure to reduce injuries to baggage handling staff.)
- Refer now to the baggage allowance information at the foot of the page. Check that learners understand and can apply the baggage allowances for the different class tickets. Ask questions such as, *Which passengers can take most checked-in baggage? How much hand baggage can a passenger travelling economy class take? Would a passenger travelling business class and*

wishing to carry a 10 kg bag and a 2 kg bag as hand luggage be able to do so without an excess baggage charge? Make a series of cards: 'First', 'Business', 'Economy' in one pile, weights of suitcases in another, weights of hand luggage in a third. Pairs of learners select one of each and calculate excess baggage before giving their calculation to another pair to check. Point out to learners that the baggage allowances used in this theme are based on a British carrier, but that they may vary between airlines.

- Draw learners' attention to the calculation for excess baggage charges. Work through some examples that require learners to calculate excess baggage charges for passengers travelling on different class tickets.

Curric. refs	NOS/NVQ	Key Skills
N2/E3.3 MSS1/E3.6	AOG Unit 23	n/a

Task 1

Read and compare weights
N2/E3.3
MSS1/E3.6

- Ensure learners understand the maximum weight for a single item of baggage (32 kg).
- Ensure they understand the procedure for labelling bags over 20 kg.
- Ensure they understand the three options.

If the learner has difficulty

- Does the learner understand decimal place value and weight? Explain how this works and get the learner to highlight the whole number element of each weight. (Refer the learner to *Skills for Life* materials Unit 2 for further support/practice with decimals and place value.)
- Talk through one luggage scenario at a time, prompting the learner to make decisions based on weight comparisons starting with the heaviest category, e.g. *Is it heavier than 32 kg?* (No, so it doesn't have to be re-packed.) *Is it heavier than 20 kg?* (No, so it doesn't have to be labelled as heavy. That means it can just get checked in.)
- Ensure that ESOL learners understand the instructions and are familiar with the language of weight (not just units of weight, but also terms such as 'heavier', 'lighter', etc.).

Extension

Weigh some real items of luggage and follow a check-in procedure.

Task 2

Calculate charges for excess baggage
N2/E3.3
MSS1/E3.6

- Discuss the task, explaining the various stages of this multi-step activity:
  1 Compare the weight of the passengers' checked-in baggage (hold baggage) against the baggage allowance for their ticket type.
  2a If it is over the weight limit, calculate the excess weight by subtracting the weight limit from the actual baggage weight.
  2b If it is within the weight limit, proceed to the next step.
  3 Repeat with the hand baggage (cabin baggage). Point out that many airlines will, however, simply tell passengers to check hand baggage that exceeds the permitted weight limit as hold baggage.
  4 Calculate the excess baggage charge at a rate of £5 per kg by multiplying the excess weight by 5.
- As a group, work through some simple examples.
- A copy of the baggage allowance card from the focus page will reduce the necessity to keep turning back for reference.

If the learner has difficulty

- Multi-step activities are particularly problematic as many learners find it difficult to keep track of the various stages. A tick list or flow diagram may be a useful aid.
- Ask the learner to talk you through the task. This will help them to keep track of what they are doing and reveal any areas of difficulty that can be tackled.
- Some learners may need to explore different methods to reach an understanding of what needs to be done in these calculations.
- Bring the abstract procedure into real life by acting out the scenario using props – luggage of different weights, different ticket types and different excess baggage rates.

Extension

Ask learners to work out how each passenger could have re-packed their luggage (had time permitted) to avoid being charged for excess baggage.

Theme assessment

Weigh real items of luggage and compare them with the baggage allowances published by different airlines. Calculate excess baggage charges as appropriate.

Weight

Focus

Baggage handling is a major cause of back injuries, sprains and strains. Most airlines operate a maximum weight limit per piece of baggage in order to reduce the number of injuries to handling staff and damage to airport facilities.

What is a 'maximum' weight limit?

Maximum weight limit per item of baggage = 32 kg

What is 'per item'?

What do 'max' and 'kg' mean?

Any item of baggage weighing over 32 kg must be re-packed or sent as cargo

THE GR8 AIR GROUP Taking care of you

What does 'unlimited pieces' mean?

Baggage allowance

THE GR8 AIR GROUP

Checked-in baggage (Hold baggage)

- First Class – unlimited pieces within weight limit of 40 kg.
- Business Class – unlimited pieces within weight limit of 30 kg.
- Economy Class – unlimited pieces within weight limit of 20 kg.

Note: Any item of baggage weighing over the limit must be repacked into smaller units before the passenger can check in. (An additional suitcase or travel bag may be purchased from distribution points.)
Excess baggage charges will apply.

Hand baggage (Cabin baggage)

- First Class – 2 items within weight limit of 18 kg. Max per piece 9 kg.
- Business Class – 2 items within weight limit of 12 kg. Max per piece 9 kg.
- Economy Class – 1 item within weight limit of 5 kg.

What is 'excess baggage'?

Excess baggage will be charged at £5 per kg outbound, and £5 per kg inbound.

Weight

Task

Task 1

At GR8 Air, the maximum weight for a single item of baggage is 32 kg. Any item over 20 kg must be tagged as 'HEAVY' and the actual weight written clearly on the tag.

- Decide what you will do with each of the items below at check-in.
- Tick the appropriate box in the table to show your answer.
- Where necessary, draw on a tag and label it.

Item	Check in the item (No further action required)	Check in the item and complete the tag	Ask for the item to be repacked
1			
2			
3			
4			
5			
6			
7			
8			

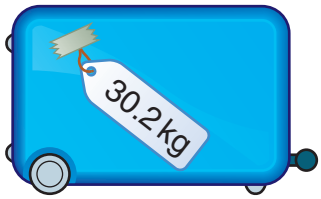
1

2

3

4

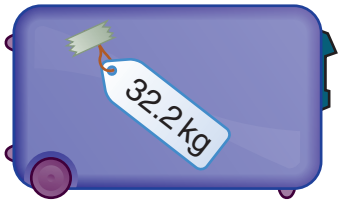
5



6

7

8



Compare baggage weights and calculate excess baggage charges.

N2/E3.3; MSS1/E3.6; MSS1/E2.2

Weight

Task

Task 2

These passengers have arrived at check-in as it is about to close. There is no time for them to re-pack their luggage.

Work out the excess baggage charge for each passenger on their outbound journey, using the information on the focus page.

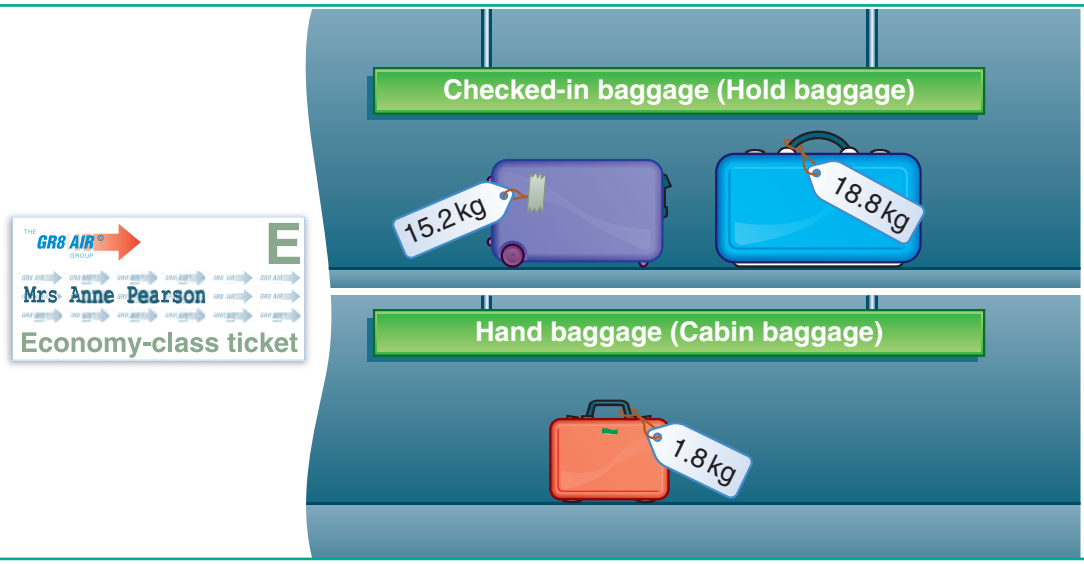
Remember!

Passengers pay **£5 per kg over their weight limit.**

1

Excess baggage weight = _____kg Charge = £5 per kg = £_____

2



Excess baggage weight = _____kg Charge = £5 per kg = £_____

Compare baggage weights and calculate excess baggage charges.

N2/E3.3; MSS1/E3.6; MSS1/E2.2

PAGES 5:24–5:25

Instructions (1)

Occupational setting

Due to the shift patterns worked in airports, it is not always possible for workers to be given daily briefings at team meetings. New instructions are often posted on the notice board daily and it is essential that staff read and understand these instructions, especially as they have to sign to say they have read them. This focus aims to consider the common features of instructions and to give practice in decoding them. It uses Airport Operational Instructions to demonstrate these but many of the features described apply to all forms of written instructions.

Materials

Everyday examples of written instructions from food packets, manuals for electronic goods, flat-pack furniture, etc.

Examples of written instructions from the workplace

Airport Operational Instruction Manual

Visitor car park plan from the Source material (0:57)

AOI 99/99 from the Source material (0:58)

Map A from the Source material (0:59)

Learning outcomes

1 To consider the features of written instructions and use them to understand instructions (focus page, Task 1)

2 To explain instructions to a colleague in a straightforward way (focus page, Task 2)

Introduction

- Discuss written instructions that learners come across in their daily lives, e.g. the method for cooking a ready-meal, programming a video, putting together flat-pack furniture, etc. Ask learners, in small groups, to look at some instructions (if available) and try to work out some of the common features of them (numbering/bullet points, imperatives, diagrams/images, etc.).
- As a whole group, discuss how learners receive written instructions at work. Do these instructions share features with the instructions they discussed in the previous activity? Talk about the implications of not understanding and following instructions, especially after signing to say that a particular instruction has been read.
- Talk about the value of putting instructions into familiar language in order to understand and remember them. Ask learners to work in pairs. One explains to the other a method of doing something with which they are very familiar (e.g. making a sandwich, receiving a text message, turning on a washing machine), using simple, straightforward language that is easily understood. Tell them to be prepared to answer questions. Swop roles.
- When they are happy with this, ask them to explain something from one of the sets of instructions from the previous activity to their partners.
- Bring the group together to share difficulties and successes.

Focus page

- Explain the points on the page and ask direct questions about each point to check understanding, e.g. *What is this instruction about? How do you know? What is section 2 about? How many points are there in section 3? How do you know?*
- Remind learners of the technique for re-wording information to check understanding:
  - Look over the whole point to get the general idea.
  - Find out the meaning of any technical or difficult words or phrases – ask a colleague, look in a dictionary or glossary.
  - Read the point in smaller chunks, and then a number of chunks together.
  - Explain it to a colleague.
- Focus on the use of graphics. Does the plan make the position of the car park clearer? Does the graphic make the whole point clearer? If necessary, spend some time looking at maps, plans and diagrams to check and consolidate

learners' understanding of them. Some learners may need extra practice in interpreting them.

- Sum up the session and address any issues learners might have or any suggestions they may want to share.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	AOG	C1.2
Rt/E3.9	Unit 1	
Rt/L1.3	Unit 2	
Rt/L1.4		
Rt/L1.5		
Rt/L2.8		
SLc/L2.3		
SLc/L2.4		

Task 1

Read and understand instructions
Rt/L1.2
Rt/E3.9
Rt/L1.3
Rt/L1.4
Rt/L1.5

- Remind learners of the points on the focus page.
- Assure them that they only need to make personal notes for their answers. These are to help them with Task 2.
- Remind learners to use the map for additional information.
- Some learners may prefer to write/draw on the instructions themselves.

If the learner has difficulty

- Read through the instruction with learners, pointing out the headings, subheadings, etc.
- Cover the parts of the text not in use as learners answer each question.
- Ask learners to work in pairs with one dictating the answers and the other checking and scribing.
- Give further practice on real workplace instructions.
- Encourage learners to ask questions about anything not understood.
- Cut instructions into individual points and ask learners to reassemble them, reading and explaining as they do so.

Extension

Ask learners to take a work-based set of instructions and devise a quiz, based on a similar set of questions, for other learners.

Task 2

Summarise information from instructions
Rt/L2.8
SLc/L2.3
SLc/L2.4

- If appropriate, a workplace instruction could be substituted for this task.
- Ensure learners are in suitable pairs, or threes with one learner acting as an impartial observer.
- Ensure they have fully understood the instruction in the previous task.
- Remind them to use their notes from the previous task.
- Remind them to use the map to help their explanation.
- Swop roles until everybody has taken a turn at each role.

If the learner has difficulty

- Allow learners to practise on a shorter/more familiar/more appropriate set of instructions.
- Take one point from the instructions at a time and model re-wording it before encouraging learners to do so.
- Reduce the load by asking learners to explain the information under each subheading before attempting the whole instruction.

Extension

Ask learners to take a work-based set of instructions and, working with a partner, explain them and be prepared to answer questions about them.

Theme assessment

Observe and question learners in the workplace when they are dealing with a new set of instructions.

Instructions (1)

Focus

Every day you may have to sign to say you have read some instructions.

AIRPORT OPERATIONAL INSTRUCTION AOI 00/00

VEHICLE AND EQUIPMENT PARKING

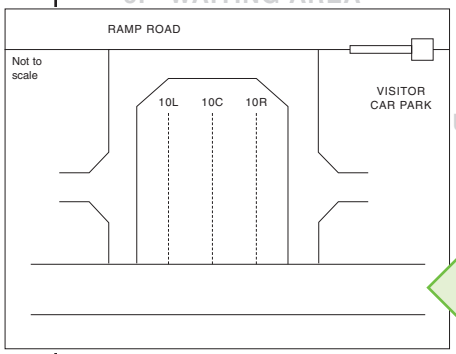
1. INTRODUCTION
   - 1.1 This instruction sets out the arrangements for airside parking and equipment parking.

2. BACKGROUND
   - 2.1
   - 2.2
   - 2.3

3. GENERAL
   - 3.1
   - 3.2
   - 3.3
   - 3.4
   - 3.5
   - 3.6
   - 3.7

4. VISITORS
   - 4.1 A visitors' vehicle park is established adjacent to Ramp Road Security point. All visitors' vehicles must park in this area and visitors proceed on foot, or by host's airside vehicle, to their rendezvous point.
   - 4.2 Deliveries may proceed to their point of delivery (escorted as requi and remain solely for the time taken to make the delivery.

5. WAITING AREA



ULDs)

8.1
8.2
8.3
8.4

PLEASE ENSURE THAT THIS INSTRUCTION IS BROUGHT TO THE ATTENTION OF ALL STAFF WHO NEED TO BE AWARE OF THE PROCEDURES.

The **titles** and **headings** tell you what the instructions are about.

To make different sections easier to find, the main subject of the instructions is divided up under **subheadings**.

Each subheading has a number.

Each subheading has a number of different points below.

Each point has the subheading number and the point number, separated by a full stop.

Each point may take some working out.

A visitor car park is next to Ramp Road Security point. All visitors must park here. Then they must either walk to where they are going or be taken by a vehicle belonging to the person they have come to visit.

You may have a diagram, map or plan to follow.

Make sure you understand what **you** are supposed to do.

Instructions (1)

Task

Task 1

You will need the Airport Operational Instruction AOI 99/99 and Map A from the Source material.

Tip
Use the instruction and the map to help you answer these questions.

1 What is this instruction for?

Terminal 2 – Stand 9

2 When does the instruction come into effect?

3 Stand 9 is a new stand. Which aircraft has it been created for?

4 Which airbridge will a plane at stand 9 use?

5 How can you tell the centreline of stand 9 on the ground?

6 Which stands can't be used when stand 9 is in use?

7 How must you do the pushback from stand 9?

Task 2

Using the answers, explain to a colleague what the instruction tells you to do. Be prepared to answer any questions your colleague may have.

Rt/L1.2; Rt/E3.9; Rt/L1.3; Rt/L1.4; Rt/L1.5; Rt/L2.8; SLc/L2.3; SLc/L2.4

PAGES 5:26–5:27

Instructions (2)

Occupational setting

Many instructions at work are given verbally. Often this involves assimilating a lot of information and relying on memory. It is important that learners practise ways of picking out and remembering the jobs they need to do or the actions they need to follow by listening carefully, particularly to imperatives, both positive and negative, such as 'let' or 'don't take'. Many trainees in the workplace have difficulty in doing these things and it is one of the most reported problems with new entrants to employment. This theme presents strategies and techniques for careful listening.

Materials

n/a

Learning outcomes

1 To use strategies for picking out relevant details (focus page, Task 1)

2 To listen for key words to pick out what should and should not be done (focus page, Task 1)

3 To recognise key sequence words in instructions (focus page, Task 1)

4 To know how to clarify and confirm understanding (focus page, Task 1)

Suggested teaching activities

Introduction

- Introduce the theme by giving learners some realistic but muddled instructions about something relevant or interesting to them. These muddled instructions should include a lot of irrelevant information ('By the way, did you see X last night?'), instructions in the wrong order (e.g. last instruction to say, 'And before you start any of this …'), detail mixed in with specific instructions (e.g. 'Even if there is nobody around to help you and you are in a hurry, you still need to check … ').
- Ask learners what they picked up from the instructions. Were they presented clearly? Were they easy to follow? Elicit the facts that learners weren't ready for them, didn't know who was to do what, had no opportunity to ask questions, etc. Emphasise that the person giving instructions doesn't always do it as well as might be expected. The listener will often have to ask questions to clarify what to do.
- Ask learners about their experiences of receiving instructions at work. Do they find them easy to follow? Are they sometimes given out in a hurry? What are the problems? (e.g. not hearing properly because of background noise, not paying attention) What are the features of good instructions? What can go wrong if learners don't understand or follow work instructions?

Focus page 37

- Point out the imperative or 'instruction words' that signal each separate instruction. Work though the set of instructions, identifying the words that identify each instruction (imperatives), and ask learners to underline each one.
- Work through the tactics in the boxes on the page for the listener. Apply the ones on the right of the page to the instructions on the page by asking, *How many instructions are there?* Help learners to use the instruction words (imperatives) to identify each instruction. Point out that the use of 'and' could mean two or more instructions per sentence.
- Next, ask learners to work through the instructions and identify what they should **not** do. What are the key words that signal this type of instruction?
- Look at the examples of self-questioning based on the instructions on the page. How will this help the worker to establish exactly what to do?

- Introduce the idea of being an 'active listener'. Explain why this is important. You may need to introduce the term 'body language' and demonstrate what this means. This is a useful opportunity for some role-play on active listening: one person talks or asks questions, the other gives no feedback, either verbally or in body language.
- Listen to the audio clip of the instructions on the page and model making brief notes of all the instructions in a way that helps learners to remember them, e.g. using numbers, bullets, a mind map; thinking through the task.
- Slow information processing, weak auditory memory and sequencing difficulties will make this theme hard for dyslexic learners. They should not be expected to remember more than one or two instructions at a time.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.2 SLlr/L1.4 SLlr/L1.6 SLlr/L2.2 SLc/L1.2	AOG Unit 2 Unit 11	C1.1

Task 1 38

Listen to and follow spoken instructions
SLlr/L1.2
SLlr/L1.4
SLlr/L2.2
SLlr/L1.6
SLc/L1.2

- Explain the task for learners. They will listen to a supervisor giving some instructions to a trainee. The trainee then has some questions to help him clarify what he has heard. The learner's task is to answer these questions.
- Play the audio clip through once, for gist.
- Read through the questions the trainee wants answering. Spend some time looking at how he has phrased the questions.
- Play the audio clip again, so that learners can make a note of their answers on the page.
- Replay the audio clip for learners to confirm their answers.

If the learner has difficulty

- This requires good listening skills, so some learners might have difficulty retaining the information or following it all through. Allow learners to read the questions first before listening to the audio clip so that they have an idea of what to listen for.
- It is also a long audio clip. To lessen the burden of listening, play the audio clip or read out the audio script in five 'chunks' that each contains the answer to a question.
- Each question has a word highlighted which might provide a clue to learners about what to listen for.
- Some learners may prefer to write on the photograph of the control panel in order to remember what to do.
- Check that vocabulary such as 'cursor' is understood.

Extension

Practise this skill in workplace situations, where instructions are given. Learners should practise making notes of instructions, perhaps in columns of 'dos' and 'don'ts' or in the correct sequence.

Theme assessment

- Ask learners to work in pairs. One gives a set of instructions to their partner verbally, putting the instructions in order and emphasising key words, including sequence words and 'do' and 'do not' instructions. The partner makes notes from the instructions and can ask questions to confirm information or check understanding.
- Learners can be observed in the workplace as they follow verbal instructions.

Instructions (2)

Focus

You may have to listen to instructions, too.
Listen to instructions carefully so that you can follow them properly and do your job better.

Look at the speaker. Concentrate on what the speaker is saying.

Listen for the key instruction words.

Listen for key words about what to **do** and what **not** to do.

Ask questions to help you understand:

- Can I just check that …?
- Can you tell me what you meant by …?
- Please could you repeat the part about …?

Repeat instructions in your own words to check your understanding.

Keep a notepad to jot down what you have to do.

37

What ***questions*** can I ask to make it clearer?

What have I got to do ***first***?

Is there any particular ***order*** I need to do things in?

First of all, I want you to pay particular attention to the makeup of dolly trains. When making up a train, you can have up to four baggage trailers or up to three dollies, but no more. Don't try to add on more than this. Never mix up types of trailer in a train either. That applies to all dollies including LD3s. Because the towing connectors aren't always the same, you can get jack-knifing and braking accidents if you put baggage dollies into a freight dolly train, so you must never do that.

If you've got dollies that are lighter than usual, put them at the end of the train. That way you'll avoid problems if you have to brake suddenly.

What have ***I*** got to do?

Is there anything I ***must not*** do?

Instructions (2)

Task

Task 1

38

Listen to this supervisor giving some instructions to a trainee.
The panel he is talking about is shown below.
Circle the answers to the questions the trainee asks.

1 *Did you say that I have to **press** the cursor keys?*

Yes.
No.

2 *When did you say I should **press** the up and down arrows together?*

Never.
Always.

3 *What did you say I had to do **first**?*

Choose from a new menu.
Select the flight number.

4 *What should I do **if** I accidentally select the wrong flight?*

Panic.
Press the cancel button.

5 *So **once** I have selected the right flight, I should choose what I want to do next from the new menu?*

Yes.
No.

SLlr/L1.2; SLlr/L1.4; SLlr/L2.2; SLlr/L1.6; SLc/L1.2

PAGES 5:28–5:30
Checking codes

Occupational setting

Codes on baggage labels are used for tracking and security purposes. In order to achieve the time deadlines for loading and the strict security requirements of the industry, staff involved in baggage-handling must possess accurate code-reading skills. Understanding the layout of luggage labels and interpreting the codes is essential to the task. Attention to detail is vital.

Materials

Codes on OHT: some composed of 3 letters, some of 3 digits, some of 2 letters and 4 digits, some of 2 letters and 5 digits

Duplicate sets of slips of paper each with six 7-digit codes listed (for pair-matching exercise)

Baggage labels from the Source material (0:60-0:63)

Learning outcomes

1 To understand and use the organisational features of a baggage label to locate information (focus page, Tasks 1–3)

2 To understand common date formats (focus page, Task 1)

3 To recognise and interpret common airport codes (focus page, Tasks 1 and 2)

4 To read and compare large numbers written as codes (focus page, Task 3)

Suggested teaching activities

Introduction

- Using an OHP, flash a series of codes one at a time and ask learners to write down how many digits and/or letters they think they see each time. Check learners' responses and ask which codes they found easier to 'read' and which they found harder, and why. (The longer the code, the harder it is to see at a glance how many parts make it up.) Note: the exposure time of the codes needs to be longer for dyslexic learners.
- Continue with this exploration of the strategies we use to handle large numbers by asking learners how they enter a new number into their mobile phone. For example, do they divide the number into sets of three digits or other sorts of manageable chunks? Ask them how they would tell another person what their mobile or landline number is. Get one or two to demonstrate by telling you their mobile number – write it down on the board as they tell you, putting the number into 'chunks' the way they say it. Try to establish that most of us have to use some sort of strategy, e.g. dividing the number into manageable chunks, when we handle large numbers.
- Link this introductory activity to the task of checking codes on labels by giving each learner a slip of paper with a list of six, seven-digit codes. The object of the exercise is to get them to look very carefully at their set of numbers and then find the other person in the group with exactly the same set. (To make the activity harder, present matching pairs of numbers in a different order.)
- Discuss with learners the strategies they used to make sure that they had found the correct partner, e.g. checking off numbers by grouping them into chunks of two or three digits; matching each digit one to one; using a piece of card/paper as a line guide to help track down through the numbers. This exercise could be particularly difficult for those dyslexic learners who have a tendency to reverse the order of digits, e.g. 12 can become 21 quite easily. Some dyslexic learners invert/reverse the actual digit, e.g. 9 becomes 6. The dyslexic learner with directional difficulties may be heartened by the fact that with codes it does not matter which way you check them off providing the digits retain the same order.

Focus page

- Look together at the focus page and start by asking who at the airport attaches labels such as this to baggage and why. Point out to learners that it is against the law to allow bags to travel that have not been checked in and

identified with a passenger. This need not be a very long discussion but should address issues such as tracking and security and help learners to become aware of the need for accuracy when reading and using the codes on baggage labels.

- Read through the information on the focus page and extend the discussion by asking questions such as, *What is the name of this passenger? Where are they flying to? What is the unique code on this item of baggage? What date is the flight?*
- Point out the use of three-letter month codes and three-letter airport codes. Remind learners that it is very common to make words shorter on tickets and labels. *Why do you think this is?* (space issues) Ask how the three-letter month codes have been arrived at. (the first three letters of the name of the month) Has the same strategy been used for the airport codes? Can learners think of a reason why it hasn't? (Some airport names begin with the same three letters, e.g. Malaga and Malta; many cities have more than one airport so just the city name can't be used, therefore London Gatwick = LGW, London Heathrow = LHR.)
- Point out that there are often clues in the code to link it to the airport name, but this may not always be obvious, e.g. Toronto = YYZ. (This dates back to a previous coding convention, in which Canada was given the prefix Y. All Canadian airports commence with Y.)
- Ask learners if they have any strategies for listening to/remembering codes (letter codes, digit codes or letter/digit combinations.) Share strategies with the rest of the group.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.3 Rw/L1.3	AOG Unit 22 Unit 23	n/a

Task 1

Read and understand a baggage label
N1/L1.1
MSS1/E3.3
Rw/L1.3

- Remind learners of the strategies that may help them to extract accurate information from a luggage label:
  - scanning for particular code formats (e.g. the date code format is two numbers followed by three letters that correspond to the first three letters of a month – JAN, FEB, MAR, etc.; an airport code is simply three letters)
  - using knowledge of airport codes (within which a 'best guess' strategy is not always reliable) to work out baggage destinations (getting to know those that are easily confused should help)
  - counting how many digits and/or letters are in the code and seeing if the code they are checking has the same number
  - splitting a large number into more manageable chunks, three or four numbers per chunk
  - using their finger; matching one number to its counterpart, one at a time
  - reading in detail for precise information
  - saying the number aloud as each part is checked.

If the learner has difficulty

- Check that it is not the reading of the questions that is causing the difficulty by reading the first question to the learner and watching his or her response. If the learner is able to act upon the oral question, then it is the reading that is hampering the learner. If this is the case then the learner will need additional support.
- Each question challenges different reading/interpretative skills. If the learner can do none, then the level of the task needs to be reduced. Get learners to scan different labels for just one type of information, e.g. the date. Build back up to this level after lots of practice.
- If errors are in questions 1 and 3, check the learner's ability to read numbers and codes accurately. Encourage learners to use strategies that will help their tracking, e.g. using a straight line or ruler.
- If the error is in question 3, check the learner's understanding of month abbreviations.
- If the error is in question 5, check the learner's ability to read in detail and to understand the meanings of specialist codes.
- A baggage label, like the one from the focus page, arrowed but with no explanations might provide additional support.

Extension

Ask learners to make a baggage label for another passenger going to another destination on a different date, following the same format as the labels on the task and focus pages.

Task 2

To sort baggage labels according to airport code (destination)

Rw/L1.3

- Explain the task and check that learners know that it is the three-letter airport code on the baggage labels that they are matching with the airport codes on the loading trolleys.
- Get learners to cut out the Baggage labels from the Source material ready for sorting.
- Remind them that the task is about accurate reading and matching.

If the learner has difficulty

- Dyslexic learners may find it difficult to locate codes on baggage labels because there is no clear visual route. Discuss the strategy of scanning for textural features such as font size (the airport code always appears in the largest font on the label), or always looking at a particular place on the label.
- If differentiating between similar three-letter codes is the problem, learners may find the following strategies useful:
  - chunking the code (initial letter followed by two letters or vice versa)
  - mentally decoding it to the airport name
  - mentally translating the code into a word that it reminds you of (e.g. AMS might remind you of 'hams') or an acronym (e.g. AGP could stand for '**a** **g**reat **p**lace')
  - saying each code using a different 'tone' or 'rhythm'.
- Check that ESOL learners who are more familiar with other alpha-numeric systems are comfortable with such precise examination of letters and digits.
- Ask learners to spot any similarities with the codes, e.g. all the unique codes used in the Source material begin with XH so there is no need to look at this part of the code every time.

Extension

Use the baggage labels in a Pelmanism activity, linking matching airport codes.

Task 3

To read and compare large numbers written as unique codes

N1/L1.1

- Explain the task and check that learners know that it is the unique code numbers they are matching with those shown in the task.
- Remind them that the task is about accurate reading and matching rather than speed.

If the learner has difficulty

- Cover up all the numbers in the task except the one the learner is working on. This will eliminate the visual distractions caused by numbers that look very similar. Alternatively, cut out the codes.
- Ask learners to read out the unique number given in the question. If there is any hesitation it may mean that they are finding it difficult to track smoothly from one digit to the next. Suggest they move their finger under each digit as they say it aloud, or cover and reveal one digit at a time.
- If they are able to read the number well, then ask them to draw lines where they feel digits naturally 'chunk', e.g. XH / 070 / 235. Ask them to do this on the unique codes on the luggage labels in exactly the same way. Get them to tick each 'chunk' if it matches.
- If there are still difficulties, give the learner some three- and four-digit numbers to cross-check. If they can do these without difficulty, then it is the size of number that is causing the difficulty and is probably a visual problem. They will need a lot more practice at using the suggested strategies until they find a method that works for them. Try using flash cards with varying numbers of digits.

Extension

Ask learners to record the unique codes for luggage belonging to three named passengers.

Theme assessment

Ask learners to track an item of luggage through the whole process from check-in to loading, and another item of luggage from unloading to carousel.

Checking codes

Focus

Codes are used on baggage labels to ensure that outgoing baggage gets to the correct destination and incoming baggage arrives on the correct carousel. They are also used for security purposes. Checking codes on baggage labels requires accurate reading skills.

The **date** is written in the form of a code to save space.

The fifth day of March has been shortened to 05MAR.

Work out what these date codes mean:

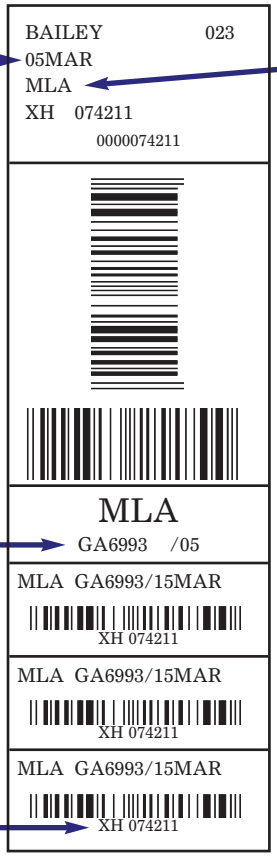
- 06SEP
- 02APR

This is the **flight code**.

This passenger is travelling with **GR8 Air** on flight 6993.

Every label has a **unique code**.

For security reasons, if the passenger doesn't fly, then neither does his or her baggage.



Every airport has a three-letter airport code that is used in place of its full name.

These are the codes for some popular overseas destinations.

Alicante	ALC
Amsterdam	AMS
Barcelona	BCN
Corfu	CFU
Frankfurt	FRA
Ibiza	IBZ
Las Palmas	LPA
Madrid	MAD
Malaga	AGP
Malta	MLA
Orlando	MCO
Paris (Charles de Gaulle)	CDG
Paris (Orly)	ORY
San Francisco	SFO
Toronto	YYZ

Tip

You don't have to know the code for every airport, but it is a good idea to know the ones that are served by your airline.

Checking codes requires great care. Here are some tips to help you.

- First look at the code to see how many letters or numbers it has.
- Split the code into smaller chunks, for example MLA can be checked as M LA. XH 074211 can be checked as XH 074 211.
- Work through the code slowly, checking a few numbers or letters at a time.
- Say the letters or digits aloud as you check.
- Check the code a second time to make sure that you didn't make any mistakes.
- Be particularly careful if there are lots of zeros together!

Work out where this item of baggage is destined for.

Checking codes

Task

Task 1

Use the luggage ticket to decide if the statements are true or false.

Tip

Use the airport codes on the focus page.

1 The flight number is GA1576. **True / False**

2 The passenger's name is Locket. **True / False**

3 The date of travel is 22nd March. **True / False**

4 The unique baggage number is XH 070018. **True / False**

5 The flight is going to France. **True / False**

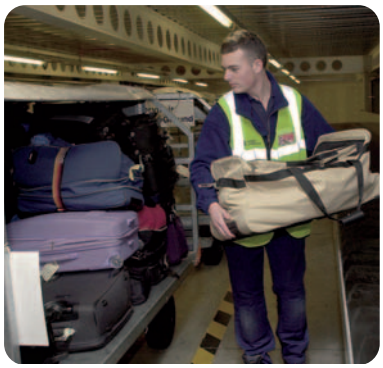
Use and interpret codes on baggage labels.

MSS1/E3.3; Rw/L1.3; N1/L1.1

Checking codes

Task

Task 2



You are part of a team working in baggage handling. Your job is to check for luggage that is going to the destinations shown on these loading trolleys.

Sort the baggage labels from the Source material onto the correct loading trolleys.

Count the number of items for each destination.

Number of items _____ Number of items _____ Number of items _____

Task 3

Two passengers have decided not to fly. These are their checked-in luggage details:

Passenger 1: Flight **GA 1576**. Baggage label unique code XH 070235

Passenger 2: Flight **GA 1765**. Baggage label unique code XH 007155

Check through the baggage labels that you sorted in Task 2 and remove the labels for these items of baggage.
Write down the names of the passengers.

Passenger 1: _____

Passenger 2: _____

PAGES 5:31–5:33

Reporting accidents and incidents

Occupational setting

All accidents and near misses must be recorded either in an accident book or on an accident report form. Companies may use different methods and forms to report and record incidents. Many rely upon verbal reporting to the supervisor who then completes the documentation. Other companies require witnesses and injured parties to complete forms themselves. Regardless of the methods used, it is important for learners to recognise the need for accuracy when giving information about accidents. This theme looks at both verbal reporting and recording information in writing.

Materials

Accident report form – aviation from the Source material (0:64) – paper copies and on OHT

Script of the spoken accident report from focus page 5:32 on OHT

Workplace accident and incident report forms

Learning outcomes

1 To recognise fact and opinion (focus page 5:31, Task 1)

2 To give short explanations and descriptions clearly (focus page 5:31, Tasks 2 and 3)

3 To judge how much to write (focus page 5:32, Theme assessment)

4 To use a pre-set format (focus page 5:32, Theme assessment)

5 To write clearly (focus page 5:32, Theme assessment)

Suggested teaching activities

Introduction

- Discuss with learners what they understand by the words 'near miss' and 'incident' and how this is different from an accident.
- Find out from group members what they already know about reporting accidents at work and use their experiences as a focus for discussion. Ask learners if they are aware of the system used in their own workplace for reporting accidents or near misses. Their experience of this may be limited, so it is worth having some examples of workplace accident forms and books.
- Does the type of accident or incident affect how it is reported or recorded? Make sure that learners understand that even minor occurrences must be reported as even a small cut can cause bigger problems if it becomes infected.
- Before looking at the focus pages, ask learners to think about the important things to remember when reporting an accident. List their thoughts on the board.

Focus page 5:31 39

- The first focus page is about giving a verbal witness report of an accident. Check the key points at the top of the page against the learners' suggestions on the board.
- Tell learners that they are going to listen to a witness account of an accident. Ask learners to listen to the account and think about the key points. Check that learners understand the spoken idiom and terms used.
- Play the audio clip and discuss the parts learners remember.
- *Facts rather than opinions:* What is the difference? Discuss the two written examples in the speech bubbles on the page and identify the fact from the opinion. Give further examples to clarify the difference if learners are unclear. Discuss why giving opinions is unnecessary. Include how it could be misleading.
- *Clear description:* Is the witness account clear? Use the audio script or listen again to the audio clip. What would make this witness account clearer? Talk about the importance of relating events in the order in which they actually happened. Agree on the clearest way to report verbally what happened and write this on the board as well.

- *Relevant details:* Make sure the meaning of 'relevant' is understood by all in the group. This may need to be discussed and demonstrated. Is all the information given about the accident relevant? Ask learners, in pairs, to pick out the relevant information. Allow time for discussion and disagreement. Write agreed points on the board.
- Listen again to the account of the accident if necessary to reinforce the key points on the page. Discuss the way in which the accident was dealt with. Are there any issues here?

Focus page 5:32 39

- This page is about recording the same accident using an accident report form. Make sure learners have a copy of the Accident report form from the Source material.
- Using an OHT of the accident scenario script shown in the speech bubble, model the process of recording an accident in the following way:
  - Read out the spoken report of the accident and ask learners what they think is the most important factual information. Write their ideas down on a flipchart. Discuss the difference between fact and opinion. This may need some further illustration, e.g. *It is a fact that football is a game that many people watch. It is an opinion that Manchester United is the best team.* Note that only facts are written on an accident report form. Ask learners if they can identify any statements that are opinions and should therefore not be included.
  - Ask the group to number the chosen statements in the order in which the accident appears to have happened.
  - Using the blank Accident report form on OHT, go through the form identifying instructions and features as described on the focus page.
  - Discuss the headings and sections and ask learners where they would place the information they have just agreed. Write it on the OHT.
  - Talk through the process of proofreading for errors, e.g. 'Now, let me make sure I have made no spelling mistakes'; 'I can see that I have left off a full stop here'; 'I'm not sure about saying "He was white as a sheet" – it's not formal enough. It would probably be better to say that he was clearly in pain.' It is important for learners to realise that this is the normal checking process. Note: proofreading needs to be split into separate, independent checks, e.g. learners check suitability of language for the intended audience first, then check spelling, then check punctuation.
- Remind learners to use the past tense (because they are describing something that has happened in the past). ESOL learners may need help and practice with putting verbs in the past tense. They could then underline past tenses (past simple and past continuous) in the report used for Task 2.
- Ask learners, as a group, to use the facts about the accident identified by the group to fill in Section 3 of the form. Learners can listen again to the audio clip if they need to. An interactive whiteboard or OHT can be used to complete the form.
- Are there any other parts of the form that learners can complete using the information they have? Ask learners in pairs to list all the other information they need to collect in order to complete the form. Check their list is correct.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	AOG	C1.3
SLlr/L1.1	Unit 2	
Wt/L1.2	Unit 11	
Wt/L1.3		
Wt/L1.4		
Wt/L1.5		
Wt/L1.6		
Ww/L1.2		

Task 1

Decide which information is needed for one part of the accident report form
Wt/L1.2
Wt/L1.5

- Ensure learners locate the correct heading on the form.
- Ask them to briefly read the information that the person completing the form needs to fill in under this heading.
- Ask learners to read the list on the task page and check off the items one by one.

If the learner has difficulty

- Write the statements onto slips of paper or sticky notes and then taking one at a time, read it together and ask the learner to place it on top or as near as possible to where it belongs on the form. The learner should come to a decision about what and where something is needed by a process of elimination.
- If learners do not understand how to determine what is relevant, look at the headings and the information and ask the question: 'Is this about the location of the accident (i.e. where it happened)?'
- Provide learners with more than one copy of the report form so that one can be used as a draft copy.

Extension

Look on the headings on forms from the workplace to see what and where similar information is required.

Task 2

Underline the five sentences from a written accident statement that contain the relevant information

Rt/L1.1

- Discuss the need to select relevant information.
- Remind learners to look at the work they did as a group and in pairs at the beginning of the session.
- Make sure learners understand that they need to underline relevant sentences. Remind learners what a sentence might be by giving an example.

If the learner has difficulty

- Have ten statements prepared that are either fact or opinion, e.g. 'The driver fell on the floor'; 'It was a bit cold that night'; 'She seems to enjoy a good laugh'; 'There was grease on the floor', etc. Ask learners to sort them into two piles. Discuss the fact that it is only the 'facts' pile that would be needed in an accident report.
- Photocopy and enlarge the Task 2 text. Ask the learner to cut it up into individual sentences, then sort them into 'facts' and 'opinions'. This should help the learner to decide upon the sentences that contain the key information required to complete the task.
- ESOL learners might benefit from having a copy of the report with the verbs blanked out and a list of verbs to use in the blank spaces. Alternatively, ESOL learners can review past tenses: get learners to underline the past tense verbs in the report and circle negatives. Discuss the meaning of any verbs they are unfamiliar with.
- Break down the task by reading through a sentence at a time and picking out what is fact and what is opinion. Highlight facts with a coloured highlighter pen. Ask the question, *Can this be proved?*
- Give examples of language that is often associated with opinion such as 'I reckon …', 'I guess …', 'I think …'

Extension

- Ask learners to recall an accident that they have witnessed or that has happened to them, and to write it up in the formal, factual style required by accident report forms.
- Learners can write this up on a form from their own workplace.

Task 3

Write details of an accident in suitable language and in logical order from an informal spoken description

Wt/L1.2

Wt/L1.3

Wt/L1.4

- Ask learners to read through the description first and identify any phrases they are unfamiliar with, e.g. 'They told me it was bust.' Ask members of the group to say what the phrases mean. Is this sort of language acceptable in a formal report? If not, what words would replace them? Explain that a report needs to be written in standard English so that it can be understood by others.
- It might help if you read out the text as well as allowing learners to read it.
- Allow learners to work in pairs and draft a suitably formal version of the speech. Remind them to use the past tense. They should then share their draft with the rest of the group and arrive at an agreed version which could be entered onto the Accident report form from the Source material.

- ESOL learners will need to examine the grammar of the report form and practise writing past tense accounts before they can tackle this task.

If the learner has difficulty

- This text is quite colloquial and ESOL learners may need support to understand terms such as 'Casualty', 'bust', 'went down hard', 'stay put'.
- Photocopy and enlarge, then cut up the speech into individual sentences. Start by asking learners to rewrite each sentence using more formal words. Ask learners to pull out only the sentences that really explain what happened, then ask them to put these selected sentences into the most logical order. They should then be ready to complete the task.
- Encourage learners to write a draft report and check it before transferring it to the form. Give learners additional blank copies of the form so that one can be used as a draft.

Extension

Give learners a set of colloquial phrases common to the workplace (e.g. 'his feet went from under him', 'her arm was black and blue',) and ask them to change them into standard English phrases that would be suitable for an accident report.

Theme assessment

Give learners some key words, e.g. 'stationary', 'information desk', 'long queue', 'luggage trolley', and ask them to use the words as the basis for a short report to complete the Accident report form from the Source material.

Reporting accidents and incidents

Focus

39 All accidents and near misses at work must be reported by law.
If you are asked to describe an accident, you need to give:

- facts rather than opinions
- a clear description
- relevant details.

Facts rather than opinions

Facts are vital for accurate reporting.

- A fact is something that is **true** and can be proved.
- An opinion is something that is not necessarily true.

Roy was loading the onward luggage onto the dolly.

I think he was singing along to some tune or other on the radio.

Clear description

A clear description helps others to understand more about:

- how the accident happened
- what injury was caused
- what action has been taken.

As he lifted the last case, another one slipped.

His fingers were squashed between the two.

I took him to the first aider – just to get it checked, like. She said to take him to Casualty just in case. Thought he might've cracked a bone. He was in a lot of pain. I took him to Casualty.

Relevant details

Some details are important because they give the required information. Others are unnecessary and do not add anything useful.

It was just badly cut.

Some passengers send any old thing through.

Tips

- Plan what you are going to say.
- Describe events in the order they happened.

Remember!

The clearer your description, the more accurately it will be recorded.

Reporting accidents and incidents

Focus

A record of minor accidents has to be kept by law. It is important that you:

- fill in the form correctly
- include all the necessary information
- write clearly.

39

This morning, we were both working on Carousel 1. Roy was loading the onward luggage onto the dolly. I think he was singing along to some tune or other on the radio. As he lifted the last case, another one slipped. His fingers were squashed between the two. He was white as a sheet but he didn't cry out. He couldn't get his fingers out. I think he was in shock. First I moved the top suitcase. Then I called the team leader. There was blood everywhere. There must have been a sharp edge somewhere. Probably on the handle of the suitcase. I blame the owner of the suitcase. Some passengers send any old thing through. I took him to the first aider – just to get it checked, like. She said to take him to Casualty, just in case. Thought he might've cracked a bone. He was in a lot of pain. I took him to Casualty. Turns out it was just badly cut.

Read the form through first to check what information is required.

Put information in the **correct** places. Use the **section headings** to guide you.

Fill in the parts relevant to **you**.

Include the **day**, **month** and **year** in the date like this: 15/03/05.

Add **am** or **pm** to the time to show what time of day it happened.

ACCIDENT REPORT

1. About the person who had the accident

Name _____
Address _____
_____
_____ Postcode _____
Occupation _____

2. About the person filling in this record

Fill this in only if you are **not** the person who had the accident.

Name _____
Address _____
_____
_____ Postcode _____
Occupation _____

3. About the accident

Say when it happened.
Date _____ Time _____
Say where it happened. _____
Describe how it happened and any injury caused.
_____
_____
_____

Sign and date the record
Signature _____
Date _____

4. For the employer only

Complete this box if the accident is reportable under RIDDOR.
How was it reported? _____
Date reported _____
Signature _____

Keep descriptions and explanations **short** but **clear**.

Include only:

- **relevant facts**
- **necessary detail**.

Write details in a **logical order**.

Keep handwriting neat and easy to read.

Look at the spoken account of the accident above. The key details have been highlighted.

Where on the form would you put the information?

Which parts would you need to fill in if you were reporting the accident on behalf of another person?

Check your report for any errors in grammar, spelling or punctuation. **Check** that others can read it.

Keep a photocopy for yourself if you are the injured person.

Reporting accidents and incidents

Task

Task 1

Look carefully at Section 3 of the Accident report form from the Source Material. Tick the information that you need to include in this section.

- ☐ Date of the accident
- ☐ A short description of how it happened
- ☐ The injury caused
- ☐ Your name
- ☐ The time the accident happened
- ☐ Where the accident happened
- ☐ What you think of the person who had the accident
- ☐ Whether you think the company is to blame for the accident

Tips

- Look at the headings to see which information can be recorded **elsewhere** in this section.
- Think about what is **relevant** and **factual**.

Task 2

Read this description of an accident. Underline the five sentences that contain relevant information for Section 3 of the Accident report form.

Tips

Remember to include only the necessary detail. Leave out unsupported opinions.

I was passing by the canteen on my way to my next shift. Paul had just finished his lunch break. As he put his tray on the pile his legs went from under him. He twisted his ankle. I told him that I thought it was broken, but fortunately it was not. I was very worried about him. I didn't see exactly what he slipped on, but the floor was wet in places. It was definitely not his fault – he was being careful. I reckon that the cleaner forgot to leave the 'wet floor' sign out after cleaning the floor. Either that or some stuff might have been spilt on the floor. I asked the manager to come and look at him.

Task 3

This is the worker's description of his accident. Pick out the relevant details and write a suitable entry for an accident report. Use the information from the report in Task 2 to help you.

Plan and check your entry on a separate piece of paper before filling it in on the Accident report form from the Source material.

The manager said to have my ankle checked at Casualty. I slipped on a bit of water or something on the floor as I was leaving the canteen. They told me it was bust, well not exactly bust, more badly sprained. I went down hard on my left ankle. My friend said, 'You stay put while I get the manager.'

Write information clearly and correctly on accident forms.

PAGES 5:34–5:36

Announcements

Occupational setting

The public address system may be used in aviation to tell passengers what to do and where to go, give up-to-date information to passengers, reassure passengers, give passengers instructions for their safety, request help from other employees, or request help from passengers such as doctors, nurses or first aiders.

Many operating companies have scripts which employees are asked to follow. Others allow their employees to create their own messages. In both cases employees are asked to speak clearly and give their message in a clear and concise fashion.

This focus aims to give learners tips for and practice in reading and making announcements and to recognise the degree of formality required when making announcements.

Materials

Announcement scripts from the workplace that learners will have to use

Announcement scripts from the Source material (0:50–0:51)

Public address equipment used in the workplace

Tape recorders

Board/flipchart

Learning outcome

1 To understand how to make and practise making announcements in a clear, concise way (focus pages 1 and 2, Tasks 1–3)

Suggested teaching activities

Introduction

- As you walk into the training room, model making an announcement incorrectly (e.g. whisper, 'Ladies and gentlemen, may I have your attention please?'). Follow this with the same announcement made correctly. Hopefully the second announcement will get the correct response!
- Discuss the difference between the two versions of the announcement. Who are announcements for? What do you want to happen as a result of them? How can this best be achieved?
- Ask learners to suggest how announcements should be delivered. Begin a checklist on the board/flipchart. (This checklist is going to be used later by learners to guide them towards correct delivery. Try not to include negative suggestions such as, 'Do not shout,' but rather change these to positive ones such as, 'Use the correct volume'.)

Focus page

- Work through the points on the focus pages. Start by getting learners to discuss the pictures and apply what they see to the instructions below them. Make sure learners understand the language or terms used in the instructions.
- Discuss the consequences of not following these instructions – including what effect doing the opposite would have, where relevant. For example, the opposite of a good, upright posture is slouching, which can constrict breathing, which in turn affects the voice. Learners can try speaking both ways to see what the difference is. Learners can add reasons in the boxes on the page if they wish to, where reasons are not already given.
- Add points to the checklist as necessary. Provide examples from the workplace to back up or demonstrate the points.
- Open the discussion out to include such things as the use of jargon that passengers will not understand, being discreet and diplomatic, being authoritative, sounding like you know what you are doing, etc.
- Introduce either an appropriate Announcement script from the Source material or one from the workplace. Go through it explaining how it works, what to insert in place of the boxed text, etc. Ensure learners are familiar with the vocabulary used and understand the message enough to be able to convey it meaningfully.

- In pairs or small groups, get learners to prepare the message fully, inserting appropriate information, and then practise giving the message, bearing in mind the suggestions on the checklist.
- Bring learners together to discuss the experience and add to the checklist as appropriate.
- Discuss the final version of the checklist and arrange to have a copy made for all learners for future reference.
- Allow learners to practise further announcements. If appropriate, tape-record the messages so that learners can listen to themselves and be alerted to areas for improvement. Using actual announcement equipment would also be valuable.
- Learners whose first language is not English may wish to concentrate on ensuring they stress the right parts of words and sentences, when giving announcements.
- Bring learners together to sum up the session. Some learners may, together with a mentor, need to draw up an action plan to improve this area of their work.

Curric. refs	NOS/NVQ	Key Skills
SLc/L1.1	**ICS**	n/a
SLc/L1.3	Unit 1	
SLc/L1.4	**AOG**	
	Unit 11	
	Unit 12	
	Unit 24	
	Unit 48	

Task 1 40

Identify the clearest announcement
SLc/L1.1

- Check learners understand the task. Read through the written example in the speech bubble first, so they know what sort of information they will hear.
- Play the audio clip through for gist and point out the Tips.
- Play the audio clip again and ask learners to choose an answer.
- Replay the audio clip for confirmation.

If the learner has difficulty

- Play each announcement separately and ask appropriate questions to elicit what is right/wrong about each one.
- Give further practice using workplace scenarios.

Extension

Give learners a copy of the audio script and ask them to experiment with different tones, volumes and speeds, both 'good' and 'bad'. They can also use relevant suggestions from the focus pages. If possible, they should use real announcement equipment, but if not, they should record themselves on tape and then evaluate the examples.

Task 2 41

Identify the announcement that uses the most appropriate language
SLc/L1.1

- Check learners understand the task. Read through and discuss the written example in the speech bubble first so that they know what sort of information they will hear.
- Prepare learners to listen.
- Play the audio clip through for gist and point out the Tip.
- Play the audio clip again and ask learners to choose an answer.
- Replay the audio clip for confirmation.

If the learner has difficulty

- Play each announcement separately and ask appropriate questions to elicit what is right/wrong about each one.
- Give further practice using workplace scenarios.

Extension

Ask learners to tape-record good and bad examples of wording, using scenarios from the workplace, to create a similar task for other learners.

Task 3

Practise making announcements
SLc/L1.1
SLc/L1.3
SLc/L1.4

- Remind learners of the work done on the focus page.

- Cut the announcements into separate cards so that learners can use them separately, select appropriate ones for their workplace or put a number together to make a longer announcement.
- Point out the Tips.
- Provide examples of place names, times, etc. that could be used in place of the boxed text, or encourage learners to use common workplace examples.
- Encourage the use of announcement equipment and tape recorders.
- Ensure learners offer constructive criticism to each other and offer praise where it is due.

If the learner has difficulty

- Some learners may benefit from making a list of common words and phrases that could be inserted in the place of the boxed text, and practising them separately.
- Encourage learners to work on one card at a time. Listen as they do a practice read-through first to ensure they can read and understand it.
- The main issue for ESOL learners is stress, e.g. stressing the main syllable in place names (*Man*chester) and the key content words. Ask learners to underline the most important syllables.
- As messages are practised, ask learners to pay attention to stress, rhythm, intonation, pausing and speed.

Extension

Repeat the exercise using more complicated messages, messages where two or more scripts need to be combined or messages where learners have to improvise more.

Theme assessment

Observe learners in the workplace as they make announcements. This may provide evidence for NVQ.

Announcements

Focus

By making announcements at the right time and in the right way, you should make life easier for passengers, your colleagues, yourself and the company.

Remember!
You are sending a message to a lot of people. It is important that they understand you.

Do sit or stand the correct distance away from the microphone. This helps to make your voice clearer.

Do maintain a good, upright posture.

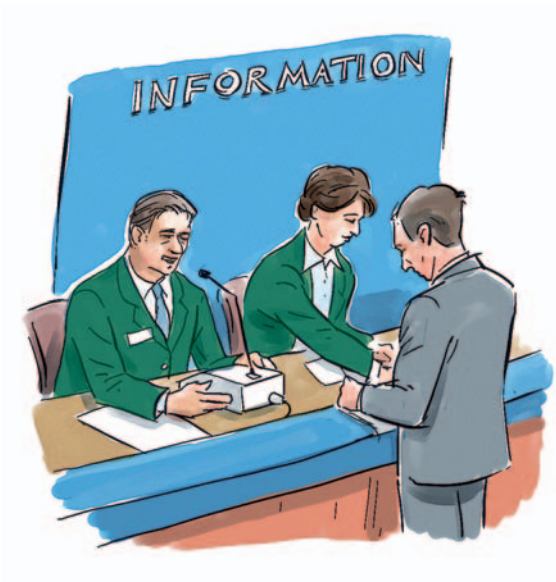
Do smile. It will show in your voice.

Do imagine you are talking to just one person. This will make a message sound more personal.

Do speak clearly.

Announcements

Focus



Do focus on your announcement.

Do stick to the script.

Do plan what you are going to say before you begin.

Do keep the message short and concise.

Tip

Think about the consequences of not making an announcement, making it at the wrong time or giving the wrong information.

Announcements

Task

Task 1

40

Listen to the three announcements. Which one is delivered the most clearly?

A B C

Passengers travelling to [destination] on [airline] flight [flight number] are advised that this flight will shortly commence boarding at gate number [gate number].

Tips

- Think about how you use your voice.
- Think about making your message as clear as possible.

Task 2

41

Listen to three more announcements. Which one is delivered in the most professional manner? Tick your choice.

A B C

This is a final call for [full name] travelling to [destination] on flight [number]. Will [he/she] please make [his/her] way to [gate number] which is about to close. [Full name of passenger] report to [gate number] immediately.

Tip

Think about how the passenger will feel as a result of the announcement.

Task 3

Work with a partner. Use the checklist that you made earlier and the Announcement scripts from the Source material or from your workplace.

One person reads out the script as if making an announcement. The other person uses the checklist to decide whether any areas need improvement.

Swop roles.

You can tape-record each announcement and play it back to spot areas that you need to work on.

Tips

- Don't forget to prepare what you are going to say before you begin.
- If you do make a mistake, say, 'Correction,' and continue with the message.

Check it

1 Look at the extract from a job description shown below.
How many things are there to do in the whole of point (a)?

A 1

B 2

C 4

D 7

Rs/L1.2

Main duties and responsibilities

a) Ensure that the section maintains:
- company security standards
- high standards of customer service to passengers, visitors and other clients.

2 Which of these responses during a team meeting gives the most constructive criticism of why a passenger's suitcase was damaged during baggage handling?

A *I think John gets too rough with things when he throws them onto the conveyor belt.*

B *It's an old case and the passenger had tried to stuff too much into it so it was bound to burst out somewhere.*

C *All I can say is that someone made a right mess of it and it wasn't me.*

D *I noticed that the suitcase was already slightly split. I think moving it about may have caused it to split open further.*

SLIr/L1.5

3 Which is the correct way to spell out 'Greece' in words using the phonetic alphabet?

A Golf, Romeo, double Echo, Charlie, Echo

B Golf, Romeo, Echo, Echo, Charlie, Echo

C capital Golf, Romeo, Echo, Echo, Charlie, Echo again

D one Golf, one Romeo, three Echoes and a Charlie

Phonetic alphabet			
Letter		**Letter**	
A	Alfa	**B**	Bravo
C	Charlie	**D**	Delta
E	Echo	**F**	Foxtrot
G	Golf	**H**	Hotel
I	India	**J**	Juliet
K	Kilo	**L**	Lima
M	Mike	**N**	November
O	Oscar	**P**	Papa
Q	Quebec	**R**	Romeo

SLc/L1.1

4 Look at the information below. If it's midnight in the UK, what time is it in Vancouver?

A 12:00 midday

B 08:00 (8 am)

C 16:00 (4 pm)

D midnight

UK GMT	**Vancouver** GMT –8 hours
00:00 Midnight	

MSS1/L1.2

5 Which order would the places below be written in if they were in alphabetical order?

A d, a, c, b

B a, d, b, c

C b, d, a, c

D c, b, d, a

a) Albania	b) Atlanta	c) Algarve	d) Alaska

Rw/E3.4

6 In the procedure below, what does 'it' refer to?

A the luggage tag

B the bag tag sticker

C the ticket

D the boarding information

> Put the luggage tag on the luggage, then put the bag tag sticker onto the correct part of the ticket making sure it does not cover the essential boarding information.

Rw/L1.2

7 At GR8 Air, the maximum weight for a single item of baggage is 32 kg. Which of these items of luggage weighs too much?

A a suitcase weighing 32 kg

B a trunk weighing 29.7 kg

C a suitcase weighing 31.9 kg

D a suitcase weighing 32.1 kg

MSS1/E3.6

8 Look at the extract below. Which of these explains what the point means?

A People making deliveries are allowed to go to the place of delivery just for the length of time it takes them to deliver the items.

B People collecting delivered items are allowed to park in the delivery park until their item is ready.

C Lorry loads of items may be delivered only if there is someone to escort them. They may not go to the point of delivery alone.

D Deliveries needing one person's signature will have to wait at the delivery point until someone can accept and sign for the delivery.

> 4.2 Deliveries may proceed to their point of delivery (escorted as required) and remain solely for the time taken to make the delivery.

Rt/L2.8

9 Use the extract from a baggage label and codes list below to decide which of the following statements is incorrect.

A The passenger is travelling on 9th April.

B The passenger is travelling to Barcelona.

C The passenger's last name is Barecello.

D The passenger is travelling to Ibiza.

BARECELLO	038
09APR	
IBZ	
XH	070018
	0000070018

Codes	
Alicante	ALC
Amsterdam	AMS
Barcelona	BCN
Corfu	CFU
Frankfurt	FRA
Ibiza	IBZ
Las Palmas	LPA
Madrid	MAD
Malaga	AGP
Malta	MLA
Orlando	MCO

MSS1/E3.3; Rw/L1.3

10 Which of these statements about an accident is a fact?

A He tripped over the top step.

B I think he was in too much of a hurry to get to the bar.

C He had probably been drinking.

D Everyone has an accident at work sooner or later. **Rt/L1.2**

Audio

PAGE 5:3

Teamwork

Focus page 29

I've been asked to remind you about heavy bags. Some people have been spotted lifting them again **and** bags have been getting through without 'heavy' tags. You should know this is not supposed to happen. 20 kg is the most any bag should be before it gets a 'heavy' tag! Passengers are supposed to lift their own bags onto the scales.

Has anybody got any suggestions about how we can get over to the passengers that we mustn't lift their heavy bags under any circumstances?

PAGE 5:4

Task 1 30

I've been asked by management to point out that some desks are not being kept clean and tidy. It presents a very bad image of us to the travelling public. You all know how slippery those label backs are when they're left on the floor, too. So there's a health and safety issue as well. Has anybody got any ideas how we can get **everyone** to remember to tidy up as they go along, as well as when they finish their shift?

PAGE 5:5

Task 2 31

I'm still getting complaints from the baggage handlers that the last bags for flights that come through from check-in have not got an 'end bag tag'. They're finding it increasingly difficult to know when to send luggage off to the plane and the situation is getting worse.

PAGE 5:6

Communication

Focus page 32

1 We've got a wheelchair passenger on board flight Tango-Xray-6-0-0-5. Can you get someone to meet her at Gate 2?

2 Is that the information desk?
This is Sarah Lloyd, Passenger Service Agent for GR8 Air.
Could you please put out a call for a missing passenger?
We need her to contact us urgently.
She is a Mrs Darwin due to fly on flight Whiskey-Sierra-6-3-0-0 to Berlin.
If you need to contact me, my number is 01234 567890.
Repeat the message back to me.

3 Hi, is that Bill? Did you win last night? Great.
Is Alpha-Papa-3-3-8-8 for Palma ready for pushback yet? What a job I've had, I felt rubbish this morning anyway. Nine wheelchairs on one flight! Over and out.

4 Val?
Ian.
About to commence pushback of Alpha-Papa-3-3-8-8 for Palma.
Repeat the message back to me. Over.

PAGE 5:7

Focus page 33

5 OK. Will do.

6 Information desk. Matt speaking. State your message.
Right, so I put a call out for Mrs Darwin due to fly on flight Whiskey-Sierra-6-3-0-0 to Berlin. If there are any problems I contact Sarah Lloyd on 01234 567890.

7 Yeah, we won five-nil. Great booze-up afterwards, too.
Passengers – I don't know. Can't live with them, can't live without them!
Okey dokey. See you.

8 Gemma Rowley. Passenger Service Agent, GR8 Air. State your message.
Who am I speaking to? Over.
Right, Mike. I'll arrange that. Out.

PAGE 5:8

Task 1 34

Is that the operations centre? This is Jim O'Reilly, dispatcher for the 0600 flight for Düsseldorf. It is just leaving. It's been one of those days. You've got the usual amount of short connection and transfer baggage. There seem to be more passengers than usual, though. It must be Christmas!

Task 2 35

Jill Painter speaking. Information Desk Officer, information desk 3. State your message. Over.

Ah ha.

I will arrange for somebody to meet flight Victor-Romeo-7-2-8-9 at Manchester to assist elderly partially sighted lady to baggage reclaim. Do you have a name for her? Over.

Mrs Wright. OK. Out.

PAGE 5:10

Letters and numbers

Task 3 36

1 Please send all passengers for flight Golf-Romeo-0-0-0-7 to Rome Ciampino (Charlie-India-Alfa) to Gate number 9.

2 Please inform passengers for flight Bravo-Echo-9-8-7-6 to Grantley Adams International Airport, Bridgetown, Barbados (Bravo-Golf-India) that their flight has been delayed by two hours due to essential repairs.

3 Passengers on flight Kilo-Juliet-Xray-3-4-9-0 from Ninoy Aquino International, Manila (Mike-November-Lima) will shortly be arriving at Gate two-seven.

PAGE 5:26

Instructions (2)

Focus page 37

First of all, I want you to pay particular attention to the makeup of dolly trains. When making up a train, you can have up to four baggage trailers or up to three dollies, but no more. Don't try to add on more than this. Never mix up types of trailer in a train either. That applies to all dollies including LD3s.

Because the towing connectors aren't always the same, you can get jack-knifing and braking accidents when you put baggage dollies into a freight dolly train, so you must never do that.

If you've got dollies that are lighter than usual, put them at the end of the train. That way you'll avoid problems if you have to brake suddenly.

PAGE 5:27

Task 1 38

The first thing you have got to do is select the flight you are dealing with. You see the control panel here?

These keys with arrows on them are called the cursor keys. You use the up and down ones to move up and down the list of flights and highlight the flight number you are dealing with. You press the arrow that is pointing upwards to move the highlighting upwards and the one that is pointing downwards to move the highlighting down. Can you see what I mean?

Good. Right, so you use the keys to select the flight and when the highlighting is on the flight number you need, you press the green enter button to select it.

Always make sure you have selected the right flight. If you make a mistake, don't panic. You can always press the cancel button. Then you can start again. Got it?

Never press more than one button at once. The only time we've ever had trouble with this is when someone decided to push the up and down arrow buttons together!

Once you've selected the flight, you'll get a different menu on the screen. You can use the cursor buttons and the enter button to select the next thing you want to do. Take your time. Don't be too hasty. There will be a message on the screen to prompt you about what to do. If necessary, you can use the cancel button to cancel the action or to undo the previous action. Always remember that if you get in a muddle, you should ask for help rather than carry on and make the situation worse.

Right, let's have a go, then you can explain it to me as we go. Oh! I forgot to ask you whether you've done your manual lifting course.

Good. Have you got any questions?

PAGE 5:31

Reporting accidents and incidents

Focus page 39

This morning, we were both working on Carousel 1. Roy was loading the onward luggage onto the dolly. I think he was singing along to some tune or other on the radio. As he lifted the last case, another one slipped. His fingers were squashed between the two. He was white as a sheet but he didn't cry out. He couldn't get his fingers out. I think he was in shock. First I moved the top suitcase. Then I called the team leader. There was blood everywhere. There must have been a sharp edge somewhere. Probably on the handle of the suitcase. I blame the owner of the suitcase. Some passengers send any old thing through. I took him to the first aider – just to get it checked, like. She said to take him to Casualty, just in case. Thought he might've cracked a bone. He was in a lot of pain. I took him to Casualty. Turns out it was just badly cut.

PAGE 5:36

Reporting accidents and incidents

Task 1 40

Passengers travelling to Barcelona on GR8 Air flight GA770 are advised that this flight will shortly commence boarding at Gate number 9.
(Spoken in three different tones of voice.)

Task 2 41

A This is a final call for Mr David Evans travelling to Edinburgh on flight LR8749. He will miss his flight if he doesn't get to Gate 2 straight away.

B This is a final call for Mr David Evans travelling to Edinburgh on flight LR8749. Will he please make his way to Gate 2 which is about to close. Mr David Evans report to Gate 2 immediately. Thank you.

C This is a final call for Mr David Evans travelling to Edinburgh on flight LR8749. Get a move on. Everybody is on the plane waiting for you.

Answers

PAGES 5:1–5:2

Roles and responsibilities

Task 1

- Work as part of a team.
- Wear the company uniform and all PPE provided by the company.
- Understand storage logistics.

Task 2

1 Know safe manual lifting techniques.
2 Use safe manual lifting techniques.
3 Take part in training when asked to.

Task 3

1 Yes
2 The last day of each month, or the next Monday if the last day falls on a weekend, or the next working day if the last day falls on a public holiday.
3 3 months but may be extended to 6 months.
4 4 weeks
5 Yes

PAGES 5:3–5:5

Teamwork

Task 1

The following responses are the most relevant and positive:

We could put a bin right by the place where the backing strips are ripped off the labels. Then it would be easy for everybody to drop the strips straight into the bin.

We could appoint someone from the team to be responsible for seeing that all the desks are kept tidy and are left tidy at the end of a shift. We could take turns.

Task 2

The following response is the most constructive:
We could do with a bit of time to make sure we're all up to speed with the systems. We could request some training.

Task 3

To be mediated by the teacher.

PAGES 5:6–5:8

Communication

Focus page 5:6

To be mediated by the teacher.

Task 1

Giving messages – the way to speak	✔
Speak slightly slower than normal with a natural rhythm	
Speak at the same volume as a normal conversation; do not shout or whisper	
Use clear sentences	✔
Speak clearly; do not slur words together or hesitate; don't use 'er' or 'um'	✔

Giving messages – what to say	✔
Give your name	✔
Give your job title	✔
Say where you are	
Say how you can be contacted	
Check the listener has understood you	
Ask the listener to repeat the message back to you – particularly any numbers, codes or times	

Task 2

Receiving messages – the way to listen	✔
Let the caller know that you are ready to listen: 'State your message'	✔
During the message, let the caller know that you are listening: 'Yes, OK, mmm'	✔
Let the speaker know when it is his or her turn to speak or that the message is over: 'Over', 'Out'	✔

Receiving messages – what to say	✔
Give your name	✔
Give your job title	✔
Say where you are	✔
Say how you can be contacted	
Find out who the caller is	
Find out how the caller can be contacted	
Check that you have understood the message	
Repeat the message back to the caller – particularly any numbers, codes or times	✔

PAGES 5:9–5:10

Letters and numbers

Task 1

To be mediated by the teacher.

Task 2

1 Bravo, Echo, Lima, India, Zulu, Echo
2 Charlie, Alfa, Lima, Charlie, Uniform, Tango, Tango, Alfa
3 Foxtrot, India, Juliet, India

4 Golf, Lima, Alfa, Sierra, Golf, Oscar, Whiskey
5 Mike, Alfa, Delta, Romeo, Alfa, Sierra
6 Quebec, Uniform, Echo, Bravo, Echo, Charlie
7 Romeo, Echo, Yankee, Kilo, Juliet, Alfa, Victor, India, Kilo
8 Sierra, Hotel, Alfa, November, Golf, Hotel, Alfa, India
9 Tango, Alfa, Mike, Papa, Alfa
10 Whiskey, Echo, Lima, Lima, India, November, Golf, Tango, Oscar, November

Task 3

1 All PAX for GR0007 to CIA go to G9
2 Inform PAX for BE9876 to BGI flight delayed 2 hrs (essential repairs)
3 PAX on KJX3490 from MNL arriving G27

PAGES 5:11–5:13

International time

Task 1

UK	Tokyo	Paris	New York	Vancouver
GMT	GMT +9 hours	GMT +1 hour	GMT –5 hours	GMT –8 hours
12:00 Midday	21:00 9 pm	13:00 1 pm	07:00 7 am	04:00 4 am
09:00 9 am	18:00 6 pm	10:00 10 am	04:00 4 am	01:00 1 am
18:00 6 pm	03:00 3 am	19:00 7 pm	13:00 1 pm	10:00 10 am
22:00 10 pm	07:00 7 am	23:00 11 pm	17:00 5 pm	14:00 2 pm

Task 2

1 When you take off from London at 07:00 GMT, the local time in Vancouver will be 23:00 (11 pm). Your flight will take 11 hours, so when you get to Vancouver, the local time will be 10:00 (10 am).
2 When you take off from London at 07:00 GMT, the local time in Tokyo will be 16:00 (4 pm). Your flight will take 10 hours, so when you get to Tokyo, the local time will be 02:00 (2 am).

PAGES 5:14–5:17

Finding information in manuals

Focus page 5:14

You would look on page 16 to find out what the front cover of the International Certificates of Vaccination looks like.

Page 25 would give you information about firearms.

Task 1

1
Argentina
Brazil
Chile
Peru
Venezuela

2
Canada
China
Croatia
Cyprus
Czech Republic

3
Malaysia
Malta
Mexico
Monaco
Morocco

4
France
French Guiana
French Polynesia
French Southern and Antarctic Lands
French West Indies

Task 2

1 You may have said something like this:

Holders of return or onward tickets, by either sea or air, are exempt if they leave the territory before the date the ticket or visa expires. This does not apply to nationals from the countries of the European Union.

Please note that the same name must appear on the ticket and the passport.

The only case where this does not apply is a married woman who has got her marriage certificate and is travelling on a document showing her maiden name and has tickets issued in her maiden name.

Anybody who doesn't follow these rules will be deported on the first available flight of the carrier who brought them into the country.

2 To be mediated by the teacher.

Task 3

These answers were taken from the TIM for January 2003. Teachers may need to mediate answers if a different version of the TIM was used.

1 a Guadeloupe
La Desirade
Marie Galante
Isles des Saintes
St Barthelemy
St Martin
Martinique

b To be mediated by the teacher.

2 a No

b Passports must be valid for the period that the passengers intend to stay in the French West Indies.

c The exception to this rule are passports that were issued by the authorities in the French West Indies but have since expired.

3 a EUR 1,500

b No

c No

d No

PAGES 5:18–5:19

Manual check-in procedure

Task 1

1 The command words are:
smile, be aware, check, place, greet, keep, contact, ask

2 Three things that you are not allowed to do when checking in passengers at the gate are:
lounge over desks
sit on work surfaces
have personal conversations

3 5:
1 Check the passenger's boarding pass.
2 Separate the boarding pass stub.
3 Return it to the passenger.
4 Keep the larger copy.
5 Hand it to the agent responsible for reconciling the passenger numbers.

4 The word 'it' refers to the baggage.

5 a Advise the dispatcher straight away.

b Contact check-in.

c Ask check-in to check the names that are registered to the missing security numbers and the tag numbers if bags are present.

Task 2

To be mediated by the teacher.

PAGES 5:21–5:23

Weight

Focus page

The 'maximum' weight limit is the heaviest weight allowed.

'Per item' means 'for each piece of luggage'.

'Max' is the abbreviation for maximum, 'kg' is the abbreviation for kilograms (or kilos).

'Unlimited pieces' means as many items of luggage as you want.

'Excess baggage' is luggage that exceeds the allowed limits for weight, size, or number of pieces.

Task 1

Item	Check in the item (No further action required)	Check in the item and complete the tag	Ask for the item to be repacked
1	✓		
2	✓		
3		✓	
4			✓
5		✓	
6	✓		
7		✓	
8			✓

Task 2

1 Excess baggage weight = 5 kg. Charge = £25.
2 Excess baggage weight = 14 kg. Charge = £70.

PAGES 5:24–5:25

Instructions (1)

Task 1

1 Terminal 2 – Stand 9
2 00:01 Thursday 19th May 2005
3 Boeing 737-800 and 900 (New Generation or NG) aircraft; any aircraft with a wingspan up to 42m.
4 8C/8R airbridge
5 It is a dashed yellow line halfway between the centrelines for stand 8C and stand 8R.
6 8L, 8C, 8R
7 The pushback from stand 9 pushes straight back along the centreline until the main wheels are on Taxiway D.

Task 2

You may have said something like this:

This instruction is about Stand 9 – a new aircraft parking position in Terminal 2. It has been introduced so that different planes can use the space at Terminal 2 and it is big enough to take a Boeing 737-800 and 900 – the new generation or NG aircraft – or indeed any aircraft with a wingspan of up to 42m. Stand 9 will use the 8C/8R airbridge. When Stand 9 is not in use, Stands 8L, 8C and 8R will still be available for use but when it is in use all three stands won't be available for other aircraft parking. The map shows a dashed centreline which is yellow on the tarmac and is halfway between the centrelines for Stands 8C and 8R. When aircraft arrive they must be marshalled to the stand. Pushbacks are the same as for Stands 8L and 8R; that is, straight back along the centreline until the main wheels are on Taxiway D, where towbars, etc. can be disconnected.

PAGES 5:26–5:27

Instructions (2)

Task 1

1 Yes
2 Never
3 Select the flight number
4 Press the cancel button
5 Yes

PAGES 5:28–5:30

Checking codes

Focus page

06SEP = 6th September
02APR = 2nd April
Malta

Task 1

1 True
2 False. It is Marchington.
3 False. It is the 11th October.
4 True
5 False. It is going to Frankfurt.

Task 2

AGP = 11 items
AMS = 11 items
ALC = 13 items

Task 3

Passenger 1: Hall
Passenger 2: Bond

PAGES 5:31–5:33

Reporting accidents and incidents

Task 1

You need to include the following details in Section 3 of the form:
Date of the accident
A short description of how it happened
The injury caused
The time the accident happened
Where the accident happened

Task 2

I was passing by the canteen on my way to my next shift. Paul had just finished his lunch break. As he put his tray on the pile his legs went from under him. He twisted his ankle. I told him that I thought it was broken, but fortunately it was not. I was very worried about him. I didn't see exactly what he slipped on, but the floor was wet in places. It was definitely not his fault – he was being careful. I reckon that the cleaner forgot to leave the 'wet floor' sign out after cleaning the floor. Either that or some stuff might have been spilt on the floor. I asked the manager to come and look at him.

Task 3

You may have written something like this:
I slipped on something like water on the floor of the canteen. I went down heavily on my left ankle. My friend fetched the manager. The manager told me to go to Casualty. It turned out my ankle was badly sprained.

PAGES 5:34–5:36

Announcements

Task 1

Announcement A

Task 2

Announcement B

Task 3

To be mediated by the teacher.

Check its

1 C
2 D
3 B
4 C
5 A
6 B
7 D
8 A
9 B
10 A