

Flightpath

AVIATION ENGLISH FOR PILOTS AND ATCOs



STUDENT'S BOOK

Philip Shawcross



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-0-521-17871-6 - Flightpath: Aviation English for Pilots and ATCOs Student's Book
Philip Shawcross
Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Tokyo, Mexico City
Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK
www.cambridge.org
Information on this title: www.cambridge.org/9780521178716

© Cambridge University Press 2011

This publication is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without the written
permission of Cambridge University Press.

First published 2011

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

9780521178716 Student's Book with Audio CDs and DVD
9780521178709 Teacher's Book

Cambridge University Press has no responsibility for the persistence or
accuracy of URLs for external or third-party internet websites referred to in
this publication, and does not guarantee that any content on such websites is,
or will remain, accurate or appropriate. Information regarding prices, travel
timetables and other factual information given in this work is correct at
the time of first printing but Cambridge University Press does not guarantee
the accuracy of such information thereafter.

Author Introduction

In aviation, language is inseparable from safety. Contributing to the enhancement of safety is the ultimate objective of *Flightpath*. So, this course is less about learning English than about learning how to perform communicative tasks in English effectively in non-routine and unexpected operational situations.

Flightpath is intended to assist pilots and Air Traffic Controller Officers in reaching and maintaining a robust ICAO Operational Level 4, keeping in mind that language proficiency is soon eroded over time and considerably reduced in stressful situations. It has been written not only for initial training, but also with a view to recurrent training, proficiency enhancement and life-long learning, which I believe is the only realistic and responsible perspective from which this safety-critical language proficiency should be viewed.



The *Flightpath* Student's Book, with its audio and video material is part of a comprehensive suite of materials. It is supported by a website at www.cambridge.org/elt/flightpath/ which contains an extensive aviation glossary and additional articles, case studies and classroom resources. The accompanying Teacher's Book is designed for teachers at all levels of experience. Equal attention has been given in the book's activities to the needs of pilots, Air Traffic Control Officers, and mixed classes.

ICAO Standard Phraseology is the cornerstone of radiotelephony. Standard phraseology, then, is widely used in *Flightpath* for reasons of contextual authenticity and to allow students to practise the transition between phraseology and plain language. However, the object of this book is *not* phraseology, but plain language in an operational context.

I am extremely grateful to Airbus, Air New Zealand, Eurocontrol, the Flight Safety Foundation, ICAO, Jeppesen and NATS for their kind permission to use their publications, internet and video media, which make up such a significant part of the content of this book. They have enabled a book to be produced which I trust is not only consistently relevant for the language skills required by professional flight crews and controllers, but whose content is of intrinsic value to them.

I am deeply indebted to Elizabeth Mathews, all the other members of the ICAO PRICESG (Proficiency Requirements in Common English Study Group) and to the Air Navigation Bureau as a whole for their seminal work in developing an international framework of English language proficiency for pilots and controllers which will make the skies a safer place.






I would also like to thank all those distinguished subject-matter experts whose remarks and suggestions have contributed so much to making this a better book. Moreover, my sincere thanks go out to Caroline Thiriau and Keith Sands, at Cambridge University Press and freelance editors Will Capel and Ben Gardiner whose friendly advice, expertise and support have been invaluable.

Finally, I dedicate *Flightpath* to my wife, Jackie, who made it all possible.

Philip Shawcross

Contents

Unit	Operational topics	Communication functions	Language content
Introduction			
1 Language and communication in aviation page 7	<ul style="list-style-type: none">Types of RT communication situationsExamples of miscommunicationManaging communication	<ul style="list-style-type: none">Standard phraseology and plain languageMisunderstandingReadbackCommunication errors: Omitted or incorrect call signTypes of transmissionRequesting clarification and making requestsSaying why unable	<ul style="list-style-type: none">Easily confused wordsWord endingsInterrogative words and phrasesAbbreviationsUsing glossary definitionsAmerican and British English
PART A: Hazards on the ground			
2 Ground movements page 17 DVD: Danger on the runway	<ul style="list-style-type: none">Airport markings and signsAirport layout and areasGround equipmentTurnaround incidentsStart-up and push-back approvalHot spots	<ul style="list-style-type: none">Communication errors: failure to acknowledge correctly (ATCOs)Confirming and clarifyingRequesting confirmationDescribing the seriousness of a situationGiving instructions and resolving problemsDetailed taxi instructionsHandling turnaround incidents	<ul style="list-style-type: none">Location and movementAlphabet and numeralsAdverbsAbbreviationsPhysical characteristics (colour, shape, size)Incident vocabularyWord endings
3 Communication on the ground page 29	<ul style="list-style-type: none">TurnaroundRamp safetyHandling incidents involving engineering, ambulance, security, firemen, tow vehicles etc.'We're now at take-off.'Managing a fire emergency	<ul style="list-style-type: none">Communication errors: failure to acknowledge correctly (pilots)Reporting anomaliesDescribing what you can see, hear and feelAsking for clarificationResponding to problemsManaging a departureCoordinating actions	<ul style="list-style-type: none">-ing: current actions and functions in word groupsExpressing complianceGround equipment vocabularyPerception: describing what you think is happeningHaving something donePronunciation: verbs ending in -ing;States and changed states
4 Runway incursions page 39 DVD: When attention is diverted	<ul style="list-style-type: none">Runway confusionThe causes of runway incursionsIncident precursorsTaxiing best practiceICAO recommendations for avoiding runway incursions (ATC)Low-visibility operationsSterile cockpitDistractionsSituational awarenessSMG	<ul style="list-style-type: none">Call signsReadbackCommunication errors: failure to seek confirmationDealing with garbled messagesReporting past actionsFrom phraseology to plain languageConditional clearances	<ul style="list-style-type: none">Safety vocabulary and synonymsModal verbsTaking notesDescribing events in the pastPronunciation, phrasing and fluency
PART A REVIEW (Units 2–4) page 50			
PART B: En-route			
5 Environmental threats page 53 DVD: Volcanic ash hazard	<ul style="list-style-type: none">Environmental phenomenaPilot reportsMETAR, TAF and ATISWeather radarEffects on flight pathsWindshearResponding to weather conditionsIcingVolcanic ash cloudsHandling abnormal conditions in flight	<ul style="list-style-type: none">Communicating weather informationCommunication errors: Expectation bias (1)CorrectingDescribing a flight pathReading back and confirmingClarifying and rephrasingUsing coded/numerical sourcesSaying why you are unable to do something	<ul style="list-style-type: none">Environmental phenomenaAdjectives for describing environmental conditionsMet abbreviationsChanging conditionsSame words used in different waysInterrogativesStress and intonationWord recognition and contextParaphrasingDescribing consequences

Unit	Operational topics	Communication functions	Language content
6 Level busts page 65  DVD: Level best	<ul style="list-style-type: none">◆ Level bust situations◆ ATC abbreviations◆ Causes of level bust◆ Reasons for communication breakdown◆ Memorisation◆ Recommendations for pilots and controllers for avoiding level busts◆ Negotiating level changes	<ul style="list-style-type: none">◆ Reporting incidents◆ Communication errors: readback and hearback errors◆ Distinguishing call signs, frequencies and settings◆ Identifying causes◆ Managing separation and level changes	<ul style="list-style-type: none">◆ Verb forms: active and passive in the past; Use of infinitive and present participle◆ Prepositions◆ <i>Fail to</i>◆ Word stress and intonation◆ Describing incidents◆ Homophones◆ Enunciation, intonation and phrasing◆ Conditionals
7 Decision making page 76  DVD: Loss of communication	<ul style="list-style-type: none">◆ US Airways Flight 1549◆ ETOPS diversion at night◆ Cardinal points◆ Decision making role plays◆ Decision making and the language barrier◆ The effects of stress◆ Managing abnormal situations	<ul style="list-style-type: none">◆ Incident and action reporting◆ Expressing uncertainty◆ Communication errors: failure to question instructions◆ Dealing with a lack of language proficiency◆ Asking about and expressing feasibility and intention	<ul style="list-style-type: none">◆ Use of simple past and present continuous◆ Phrasing, pronunciation and fluency◆ Stressed syllables◆ Useful phrases for dealing with a lack of language proficiency◆ Cause and effect: asking for reasons and explaining why
PART B REVIEW (Units 5–7) page 89			
PART C: Approach and landing			
8 Approach and landing incidents page 92  DVD: Call sign confusion	<ul style="list-style-type: none">◆ Expectation◆ Runway friction coefficients◆ Runway excursions◆ Stabilised approach◆ Loss of situational awareness◆ Approach hazards◆ Landmarks, terrain and obstacles◆ Jeppesen approach chart◆ On short final◆ Go-around	<ul style="list-style-type: none">◆ Correcting erroneous expectations◆ Asking about availability◆ Communication errors: uncorrected erroneous readback◆ Expressing concern◆ Describing precautions◆ Expressing urgency◆ Relaying information	<ul style="list-style-type: none">◆ <i>Should</i>◆ Giving advice using <i>should</i>◆ <i>Will</i>: future, intention and undertaking◆ Relaying information using reported speech◆ Describing position◆ Distance
9 Handling a technical malfunction page 105  DVD: NZ60, a free lesson (Part 1)	<ul style="list-style-type: none">◆ ATC technical failures◆ Aircraft system failures◆ Consequences of a technical failure◆ Flight crew discussions◆ Electrical failure during approach◆ Monitoring a situation◆ ILS malfunction	<ul style="list-style-type: none">◆ Summarising◆ Suggesting action◆ Communication errors: failure to request clarification◆ Announcing a change◆ Self-correcting◆ Asking and answering about consequences and reasons	<ul style="list-style-type: none">◆ Describing technical conditions◆ Talking about consequences◆ Phrasal verbs (1)◆ Conjunctions and function words◆ Using context to distinguish between similar words
10 Reducing approach and landing risks page 116  DVD: NZ60, a free lesson (Part 2)	<ul style="list-style-type: none">◆ Avoiding action◆ TCAS◆ Visual References◆ Landing hazards◆ Do-lists and checklists◆ VOR DME procedures◆ Crew and Team Resource Management◆ ATC functions◆ Threat and error management◆ ALAR◆ Problem solving	<ul style="list-style-type: none">◆ Saying unable◆ Announcing a compulsory action◆ Announcing a (nearly) completed action having an effect on the present◆ Announcing an avoided problem◆ Communication errors: Expectation bias (2)◆ Reporting a previous communication◆ Describing procedures	<ul style="list-style-type: none">◆ Phrasal verbs (2)◆ Present perfect tense◆ <i>Still</i> and <i>yet</i>◆ Summarising◆ Expressing preferences◆ Reported speech◆ Phrasing, stress and intonation
PART C REVIEW (Units 8–10) page 128			
Pairwork Activities page 131 Answer key page 166 Audioscript page 174 Glossary page 191			