



Arriving at the gate and disembarking the passengers

SPEAKING

1 Work with a partner. Discuss the questions about what happens after the plane has landed.

- 1 What do passengers usually want to do once the plane has landed?
- 2 What are some of the safety issues associated with disembarking passengers?
- 3 Why is it important to smile and say goodbye to passengers?
- 4 What special needs do passengers sometimes have?
- 5 What do cabin crew have to do themselves after the passengers have left the plane?

LISTENING

2 The purser, Ted, is about to make the final announcement while the plane is taxiing to the gate in Boston. Before you listen, answer these questions.

- 1 How do you expect the purser to begin his announcement?
- 2 What kind of information does the purser usually give?
- 3 What do the rest of the cabin crew do during the announcement?
- 4 What do you expect the purser to say about safety at this point?
- 5 How do you expect this last announcement to the passengers to end?



Now listen and compare your answers.



3 Listen to the final announcement again and fill in the missing words.

Ladies and gentlemen, on ¹ _____ of the captain and the ² _____ crew we would like to welcome you to Boston, where the local time is 14.55.

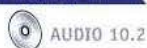
For your safety, please remain seated with your seatbelt fastened, leaving all ³ _____ of hand luggage safely ⁴ _____, until the seatbelt signs have been switched off. Before you leave the aircraft, please ⁵ _____ that you have all your ⁶ _____ items and hand-luggage with you. Please be careful when opening overhead lockers as items may fall out causing ⁷ _____.

We would like to remind you that smoking is not permitted until you've reached a ⁸ _____ smoking area outside the terminal building. We would also like to ⁹ _____ all passengers that mobile phones should not be switched on until the seatbelt signs have been turned off.

As the captain told you, it is very cold outside so I suggest you have your coats ¹⁰ _____ for when you get outside the terminal!

We ¹¹ _____ you a very pleasant stay or a safe journey if you are continuing your journey. We hope to see you again in the future. Goodbye.

PRONUNCIATION



4 Listen and repeat these phrases from the announcement.

- the entire crew ➤ safely stowed ➤ please be careful ➤ terminal building
- the local time ➤ please ensure ➤ designated area

SPEAKING

5 Work with a partner. Take turns to practise making the final announcement. Use information about the places you fly to. Try to do it from memory or from notes.

LANGUAGE FOCUS

MAKING A RECOMMENDATION

Study these sentences.

- I suggest (that) you have your coats ready for when you get outside the terminal!
- I suggest (that) you take the airport bus into the city centre.
- I suggest (that) you don't get up immediately but wait a few moments.

6 Work with a partner. What arrangements might need to be made before you can disembark disabled or elderly passengers, or passengers with special needs? What about unaccompanied children? Practise dealing with these types of passenger. Use the phrases below to help you.

- I suggest that you wait until all the passengers have disembarked.
- Would you mind staying in your seats until the wheelchairs arrive?
- Just stay in your seat for a little, and then someone will come and take you into the airport.
- It's better to wait until everyone has left the plane.

7 With your partner, decide which of these things it is important that you do before leaving the plane. Put a tick (✓).

- a Check there are no passengers still in their seats.
- b Check that the toilets are clean.
- c Collect all customs paperwork from the galley.
- d Make sure all personal items are in your carry-on bag.
- e Check under the seats for forgotten passenger items.

8 Work in groups. Practise leaving the aircraft one by one and saying goodbye to the cabin crew. Rotate the roles so that everyone plays the flight attendant. Use the phrases below. Remember to be polite and friendly. You want the passengers to fly with you again!

- Thank you for flying with us, sir.
- Enjoy your trip.
- Goodbye, madam.
- Look forward to seeing you again soon.
- Have a good holiday.
- Have a good day, Mr Gerightly.

Taking part in the crew debriefing

SPEAKING

1 Answer the questions about crew debriefings.

- 1 Where do debriefings usually take place?
 - a on the plane
 - b on the transit bus
 - c in the terminal
- 2 What is the point of such meetings?
 - a to relax together after the flight
 - b to review the flight and any incidents
 - c to finish writing reports and completing the paperwork
- 3 Who attends these meetings?
 - a only senior crew members
 - b the captain and the purser
 - c all the flight crew and cabin crew
- 4 Why are they important?
 - a They are necessary for crew resource management.
 - b It's company policy to hold them.
 - c They are part of an essential ongoing safety review.



LISTENING



AUDIO 10.3

2 Listen to the captain's debriefing and answer the questions. You will hear the captain, the purser, Ted, and flight attendant, Leila, speaking.

- 1 Why does the captain say the meeting will be short?
- 2 How does the captain know that the passengers' safety was well managed?
- 3 What two incidents does Ted want to discuss?
- 4 Why were Hemal and Jutta slow in securing the cabin and galley?
- 5 What does the 'Fasten seatbelts' sign mean for the cabin crew?
- 6 What should Leila have done?
- 7 During the turbulence, what happened to the trolley in the cabin?
- 8 What will Leila do next time? Are the sentences true (T) or false (F)?
 - a She will improve communication with her team.
 - b She will check that her team have heard the announcement.
 - c She will tell the purser or captain when the cabin and galley are secure.
 - d She will do the job herself to speed up the service shut-down.
 - e She will make sure that the cabin and galley are secured as quickly as possible.

LANGUAGE FOCUS

SHOULD

Study these sentences.

We **should** talk about two incidents now.
 You **should** act more promptly in future.
 You **shouldn't** continue serving food next time.

Talking about the past

You **should've** shut down the service immediately.
 You **should've** told them to stop.
 I **should've** communicated better.
 We **shouldn't** have been late.

PRONUNCIATION



- 3 Listen and repeat the sentences in *Language focus*.

SPEAKING

- 4 Think back to previous incidents in your flying career. What kinds of things have gone wrong? Use *should* / *shouldn't* and *should have (done)* / *shouldn't have (done)* to talk about these incidents.

- 5 Work in pairs or small groups. Discuss what you think makes the cabin and flight crew into a successful team. Match these words and phrases with their meanings and use them in your discussions.

- | | |
|----------------------|--|
| 1 teamwork | a looking after passengers |
| 2 good communication | b knowing precisely each other's roles |
| 3 customer care | c working for each other |
| 4 problem-solving | d taking action |
| 5 crew coordination | e talking to each other |
| 6 decision-making | f working out how best to do things |



Case study

READING

1 Read *Fear and heroism aboard Flight 253* opposite and answer the questions.

- 1 What happened? When exactly during the flight did it happen?
- 2 Describe the explosive and how the man concealed it on board.
- 3 How did the passengers and crew react?

SPEAKING

2 Work with a partner. Answer these questions and discuss the threat of terrorism and airport security.

- 1 How do you think the man in the text managed to pass all the security checks? Has airport security changed since this incident? If so, in what ways?
- 2 What do you think about the crew's reaction to this incident? Have you been trained for such possibilities?

LISTENING



3 Listen to Shon Davis as she answers these questions. Make notes about what she says.

- 1 'Has the threat of terrorism changed the flight attendant's job?'
- 2 'When the plane touches down, is that the end of your duties?'
- 3 'Is the flight attendant's job the same today as it was in the past?'

4 Listen again and answer the questions.

- 1 List the things that Shon says flight attendants are expected to check.
- 2 Which passengers does she say are the last to leave the aircraft?
- 3 List four of the adjectives she uses to describe the flight attendant's job.

SPEAKING

5 Work with a partner. Discuss these questions.

- 1 What happens once the flight has landed? When do the cabin crew leave the aircraft? What about the purser and the flight crew?
- 2 What makes you feel that you have done a good job after a flight?
- 3 Does the fear of terrorism make you want to be an even better professional, or does it make you think about changing your job?
- 4 Do you keep a diary or journal of your different flights, where you make a note of your experiences? Why? / Why not?
- 5 Being a flight attendant used to be a dream job. Do you think it still is? If not, what has changed?



Fear and heroism aboard Flight 253

The flight was long and uneventful, at least until the final few minutes.

First came a strange popping sound, followed by silence. Then came the unmistakable smell of smoke, and passengers began to shout and scream.

'People were just running, and they were scared,' said Veena Saigal, a passenger who saw the fire six rows behind her. 'They were running toward the centre of the plane, running to get away from the flames.'

Jasper Schuring, from Amsterdam, jumped over several other

passengers to reach the fire in row 19.

He burned his fingers as he grabbed a piece of very

hot plastic held by Umar Farouk Abdulmutallab, the Nigerian man accused of trying to bring down the passenger jet with a home-made

explosive device. Schuring held Abdulmutallab. Other passengers used blankets and a flight attendant rushed to the scene with a fire extinguisher to put out the flames.

Witnesses said that Abdulmutallab had spent about twenty minutes in the toilet before returning to seat 19A complaining of an upset stomach. He pulled a blanket over his head. Then came the loud and sudden popping sound.

'We heard a pop, then the smell and the reality kicked in for all of us. The reality was the fear in the flight attendants' eyes,' said businessman Charles Keepman.

Flight attendant Dionne Ransom-Monroe asked the man what was in his pocket, and he replied,

'Explosive device.' The explosive device on Abdulmutallab was a six-inch packet of high explosives called PETN, along with a syringe. It was hidden in Abdulmutallab's underpants.

When the fire was out, Schuring marched Abdulmutallab to the front of the plane, helped by a flight attendant. Abdulmutallab said nothing and did not resist. 'He looked like a normal guy,' Schuring said. 'It's just hard to believe he was actually trying to blow up this plane.'

The captain told passengers over the intercom: 'There was an incident, and everything is under control. It is over. Fasten your seatbelts. We are about to land.'

The incident had lasted just a few minutes, but the experience left many passengers upset long after the aircraft safely landed.

'We heard a pop, then the smell and the reality kicked in for all of us. The reality was the fear in the flight attendants' eyes.'

'They were running toward the centre of the plane, running to get away from the flames.'

Glossary

to pop to make a short, explosive sound

to bring down to cause to crash

to blow up to explode; to destroy in an explosion

an explosive device something designed to explode

to put out to extinguish; to stop from burning

a syringe a tube used for pushing out liquid

to march someone to make someone walk with you

