

Welcome on board

Welcoming passengers

SPEAKING

1 Work with a partner. Which of these things do you do just before passengers come on board the aircraft? Which do you do when passengers are actually boarding? When do you do the other things?

- Make sure the aircraft safety instruction cards are in the back of every passenger seat.
- Help passengers put their luggage in the overhead lockers.
- Check the toilets.
- Hurry the passengers to their seats.
- Check that your uniform is smart.
- Greet the passengers with a smile.
- Hand out the arrival immigration forms to complete.
- Give special attention to older passengers.
- Ask the children not to leave their seats.
- Make sure everyone has a blanket.
- Check the number of meals.
- Make coffee for the flight crew.

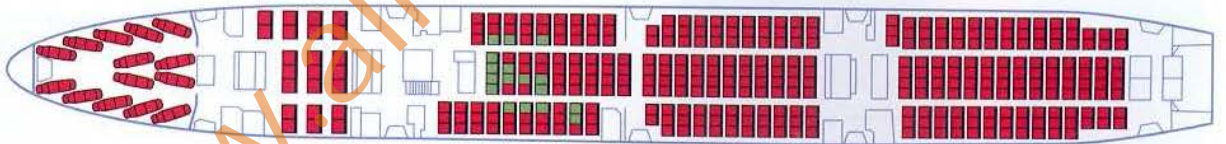


2 Put the duties in order of importance. Compare with your partner.

3 Listen to the flight attendant, Jenny, welcoming passengers. How many passengers does she greet?

LISTENING

AUDIO 2.1



4 Listen again and complete the sentences.

- 1 _____ morning, madam. Welcome on board.
- 2 _____ I see your boarding pass, please?
- 3 Hello, _____ are you today, sir?
- 4 _____ I check your boarding pass?

AUDIO 2.2

5 Listen to Jenny welcoming another passenger. What is the problem?

6 Listen again and answer the questions.

- 1 The plane is full – true or false?
- 2 What seat number has the woman been given?
- 3 Why is she upset?
- 4 When did she request a window seat?
- 5 What will the flight attendant do?
- 6 What does the flight attendant ask the passenger to do?

In your opinion, how well does the flight attendant deal with the situation – very well, quite well, or badly?

VOCABULARY

7 Label the boarding pass. Use these words.

first name ■ family name ■ flight number ■ boarding time ■ gate number
 seat number ■ date ■ airline

What other information is on the boarding pass?

8 Complete the text. Use these words.

boarding pass ■ seating arrangements ■ seat number ■ window seats
 check-in ■ overhead lockers ■ in advance ■ hand-baggage (x2)

After ¹ _____, passengers proceed to the aircraft with their ² _____ only. On arrival, they present their ³ _____, which has the ⁴ _____ on it, to the flight attendant, who will show them where they should go. ⁵ _____ are made at check-in. Many passengers prefer ⁶ _____ to aisle seats and often insist on booking them ⁷ _____. Passengers can ask for help to put their ⁸ _____ into the ⁹ _____.

LANGUAGE FOCUS

POLITE REQUESTS

NOTE

please can be used in all these phrases. It can go at the beginning, at the end, or before the verb.

Study these questions.

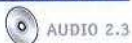
Can I see your boarding pass?
 Can I look at your seat number, please?

Or, more politely:

Could I please see your boarding pass?
 Could I check your seat number, please?

Please can I check the seating arrangements?
 Please would you sit here for the moment?
 Would you follow me, please?
 Would you please turn off your mobile phone?
 Would you mind just taking this seat until I have checked the passenger list?

PRONUNCIATION



9 Listen and repeat these sentences and phrases. Remember, welcoming is all about intonation. Speak with a smile in your voice!

- 1 Welcome on board.
- 2 Good morning.
- 3 Good afternoon.
- 4 Good evening.
- 5 Hello, how are you?
- 6 Hello there, how are you today?
- 7 Could I please see your boarding pass?
- 8 Would you mind just taking this seat until I have checked the passenger list?
- 9 Can I help you, madam?
- 10 Can I help you, sir?
- 11 Would you follow me, please?
- 12 This way, please.
- 13 Here you are.
- 14 Straight across the cabin and turn left.
- 15 That's right.
- 16 Carry on down the cabin.

SPEAKING

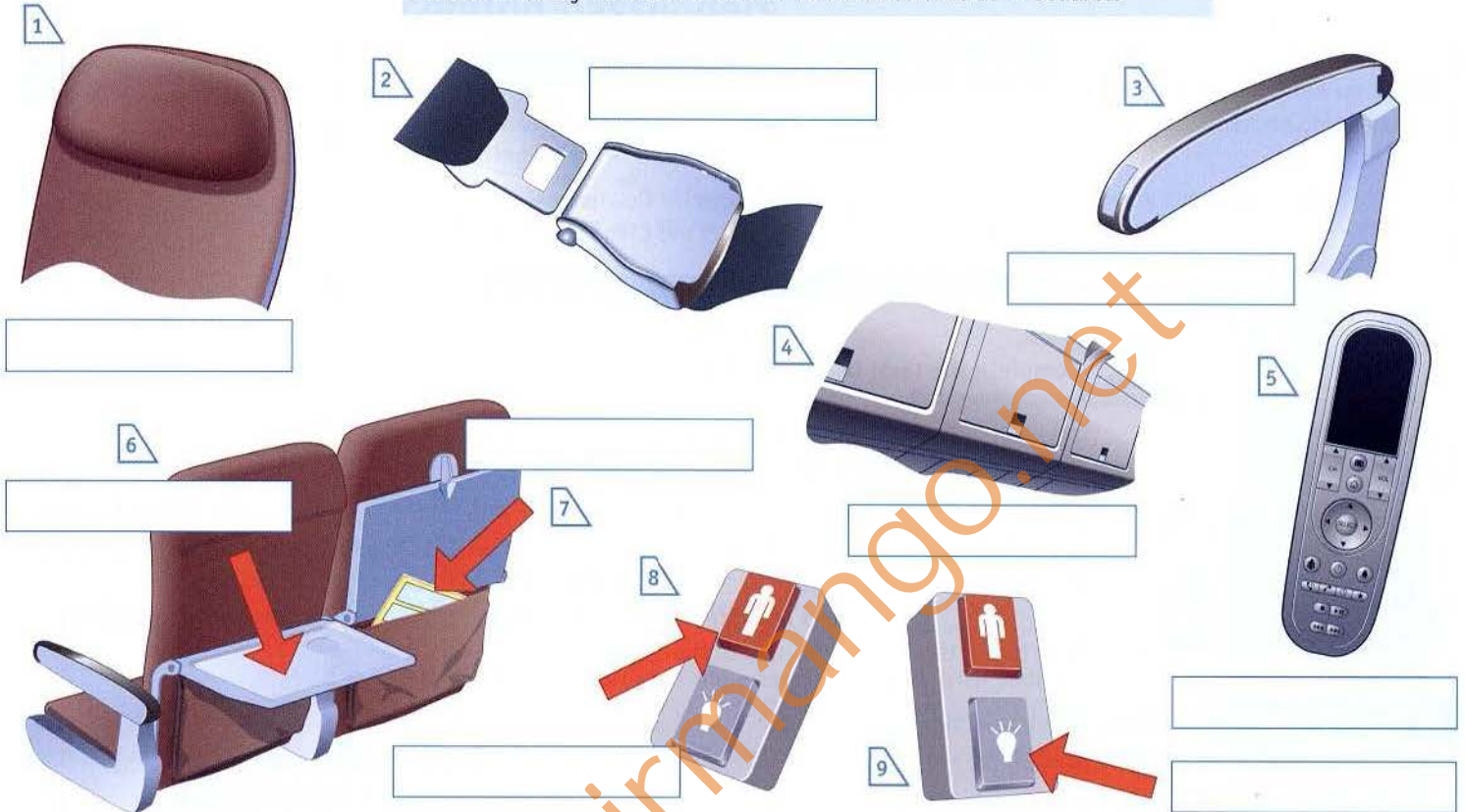
10 Work with a partner or in small groups. Take turns to role-play welcoming different types of passenger on board and organizing their seating.

Settling passengers in their seats

VOCABULARY

1 Label the objects in the cabin. Use these words.

arm-rest ■ call button ■ head-rest ■ overhead locker ■ light button
table ■ safety instruction card ■ TV handset control ■ seatbelt



LISTENING

AUDIO 2.4

2 In *Welcoming passengers* you heard a passenger tell the flight attendant, Jenny, that she wanted to move from a seat in the middle of the row to a window seat. Listen to the rest of the conversation and answer the questions.

- 1 What does Jenny ask her colleague, Sylvie, for?
- 2 What does she ask Sylvie's permission to do?
- 3 What does Jenny offer to do for the passenger?
- 4 What information does Jenny give the passenger about herself?

How well do you think Jenny dealt with the situation? Would you do the same as Jenny?

AUDIO 2.5

3 Listen to Jenny greeting another passenger. What is the woman's particular situation?

4 Listen again and answer the questions.

- 1 When does Jenny say they will need a bassinet for the baby?
- 2 What two questions does Jenny ask the mother about the baby?
- 3 How do you think the mother is probably feeling?
- 4 Where will the baby be seated for take-off?
- 5 How will the baby be fastened?

What other special situations do you have to deal with when passengers come on board?

LANGUAGE FOCUS

SHOWING HOW
SOMETHING
WORKS

Study these sentences.

Can you show me how it works? (Passenger question)

Of course. / Certainly. (Flight attendant answer)

This is how it works.

First of all, you ...

Then you ... and ... (Explanation)

Is that OK / all right with you? (Checking understanding)

The bassinet

First of all, you attach the bassinet to these two clips.**Then you** put the baby in **and** attach the cover.**Is that OK?**

SPEAKING

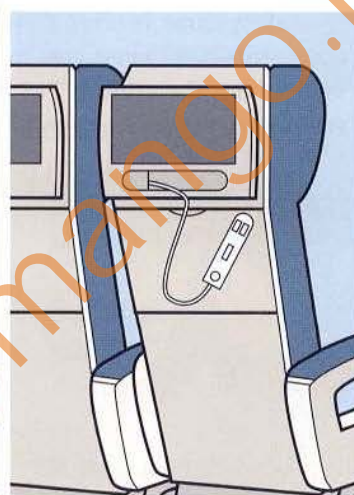
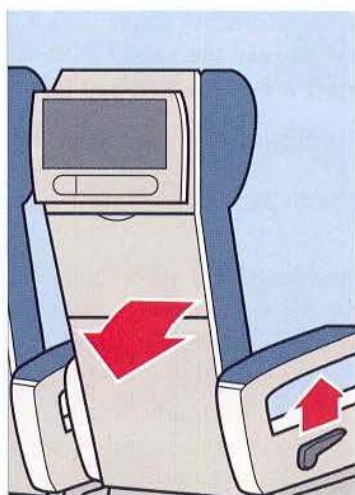
5 Practise explaining how these cabin objects work.

> reclining seat

> pull-out table

> TV handset control

> overhead light



LISTENING



6 Listen to Sylvie welcoming the last passenger on board.

Are the statements true (T) or false (F)?

- 1 The passenger apologizes for being late.
- 2 The passenger does not give a reason for being late.
- 3 Sylvie criticizes him for being late.
- 4 He is in seat 4F.
- 5 Jenny checks that everyone is on board.

7 Listen again and fill in the missing words.

Sylvie Hello, sir. Welcome on board. May I ¹ _____ your boarding pass, please?

Passenger Yes ... ² _____ I'm late. I was delayed ³ _____ from the city to the ⁴ _____.

Sylvie No problem. We've been ⁵ _____ you ... 4F - ⁶ _____ to the other side and turn left.

Passenger Many thanks.

Sylvie Jenny, ⁷ _____, everyone is on board. Can you check the doors? (*on the interphone*) Tom, doors check, please. OK, prepare for the safety demo.

Jenny OK. Zone C cabin ⁸ _____.

Tom OK. Zone D and E cabin secure ...

Demonstrating safety procedures and checking before take-off



READING

- 1 The safety demo is often done on video, big screen or individual monitors, but flight attendants must know how to demonstrate safety and be prepared to read the safety instructions themselves. Put the instructions below into the correct order. The first and last sentences have been given to help you.

- A** Ladies and gentlemen, even if you are a frequent traveller, it is important that you listen carefully to the following safety instructions. 1
- B** We suggest you keep the seatbelt fastened throughout the flight. —
- C** Your life vest is under your seat. This is how you put it on. —
- D** There are several emergency exits on this aircraft. They are being pointed out to you now. Please take a few moments now to locate your nearest exit. It may be behind you. If you are sitting in an emergency exit, you must know how to open the door in an emergency and when instructed to do so by the crew. —
- E** First, take it out of the pouch and put it over your head. Then pass the straps around your waist and tie them in front. Do not inflate the vest until you leave the aircraft. To inflate the vest, pull on this red cord. Use the whistle and light to attract attention. —
- F** If we need to evacuate the aircraft, floor-level lighting will guide you to the exits. —
- G** Finally, make sure your seat backs are upright, your tables are folded away and your hand-baggage is either in the overhead locker or under the seat in front of you. —
- H** All electronic devices must now be switched off for take-off. —
- I** If the pressure drops, an oxygen mask will automatically drop from the compartment above your head. To start the flow of oxygen, pull the mask towards you, put it firmly over your mouth and nose and secure the elastic band behind your head, and breathe normally. If you are travelling with a child or a person who needs assistance, put your mask on first and then assist the other person. —
- J** You will find a safety instruction card in the pocket in front of you. Please read this carefully before take-off and familiarize yourself with the emergency exits and procedures on board this Boeing 777S. —
- K** In the event of an emergency landing, you will hear 'Brace, brace' and you must adopt this position. Look at the card for the brace position. —
- L** When the seatbelt sign is on, you must fasten your seatbelt. To do this, insert the metal fitting into the buckle – like this – and tighten by pulling the strap – like this. To undo the seatbelt, lift the buckle – like this. —
- M** We wish you all an enjoyable flight. 13

LISTENING

- 2 Listen and check if you got the order right.



PRONUNCIATION

- 3 Work with a partner. Take turns to practise reading the safety demonstration text aloud while your partner demonstrates the actions where necessary. Remember, all flight attendants should be able to read the safety instructions clearly, confidently and carefully.

LISTENING

- 4 Look at the illustrations. What request do you think the flight attendants are making to passengers during final checks?



- 5 Now listen to the flight attendants' requests to passengers. Number the pictures in the order you hear the requests that go with them.

What other requests might you have to make during final checks?

SPEAKING

- 6 Work with a partner. Practise making requests to passengers during final checks. Use the pictures above to help you, or your own ideas.

Begin with a polite phrase such as *Excuse me ...*, *Please ...*, *Sorry ...* and use *can you* or *could you*.

Excuse me, can you switch off your mobile phone now?

Case study

READING

- 1** Read paragraph 1 of *Bags in bins* opposite and answer the questions.
- 1 What is the text about?
 - 2 Is the description of the last people to board a true one? What happens to their bags?
- 2** Read the second paragraph of the text and answer the questions.
- 1 Why can boarding often be a difficult and unpleasant experience for all?
 - 2 What do flight attendants ask the passengers to do?
 - 3 What other things should flight attendants be doing while passengers are boarding?

SPEAKING

- 3** Work with a partner. Discuss these questions about stowing hand-baggage when boarding the plane.
- 1 The 'fight for the overheads' seems worse than it used to be. Why do you think this is?
 - 2 Do flight attendants have any control over the situation?
 - 3 Is it better to offer help, or to let passengers manage by themselves?
 - 4 What do most passengers put in their hand-baggage?
 - 5 Is the issue of hand-baggage only a problem on short-haul flights?
 - 6 Does your airline have any rules about the size and weight of hand-baggage? If so, what are they?
 - 7 Do passengers usually respect the rules for hand-baggage?

LISTENING

 AUDIO 2.9



- 4** Listen to Shon Davis as she answers these questions. Make notes about what she says.

- 1 'Did you enjoy welcoming passengers?'
- 2 'Did you ever experience any problems when welcoming passengers?'
- 3 'Do you have any tips for a new flight attendant?'

- 5** Listen again and answer the questions.

- 1 What three different types of passenger does she mention? What does she say about these three types of passenger?
- 2 What was the problem with the man she mentions? What difficult decision did she have to make? Did he agree with her decision? What were the consequences of her actions?
- 3 What is her main recommendation for new flight attendants? What 'little tips' does she also mention?

SPEAKING

- 6** Work with a partner. Discuss these possible solutions to the problem of hand-baggage. Which do you prefer? Do you have any other ideas?
- The problem has to be solved by the ground crew before boarding.
 - The number of carry-on bags, their size and their weight has to be strictly controlled.
 - Airlines have to be tougher.
 - Check-in has to be stricter.
 - If hand-baggage is over the permitted size, it has to be checked in.
 - Make people pay more for carry-on luggage.
 - Make the overhead lockers bigger.



BAGS IN BINS

When the plane is full, the 'fight for the overheads' is on.

Flight attendants are stressed even before the passengers arrive on board. They know that passengers will arrive with hand-baggage which is too big, too bulky or too heavy, and sometimes with two bags (although only one is permitted), and the fight to fill the bins begins as soon as they are on board. And then there are coats and jackets to put away somewhere, handbags and computer cases, even infant seats and musical instruments. The last passengers to board are often left standing in the aisle with nowhere to put their bags and belongings. If there

is no more room to be found, their hand-baggage will have to be off-loaded and put in the hold. It's the law of the jungle. The first to the bins wins.

People become angry and the flight attendants are often

It's the law of the jungle. The first to the bins wins.

caught in the middle. They ask passengers to store small items

under the seats, to leave space for others, to free the aisles while others are boarding, but it is becoming more difficult and often more unpleasant. And of course, if crew are stowing passengers' bags, they are not concentrating on their safety duties, checking equipment and passengers' behaviour and needs. This is, after all, a crucial moment before taxiing and take-off with schedules to be respected, too.



Glossary

bins overhead lockers
bulky large, very full
belongings things that belong to someone
hold the part of the aircraft where goods are stored
to stow to put away
crucial extremely important