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拓展课程



English for Cabin Crew

空乘英语

Terence Gerighty
with Shon Davis

改编 陈 方



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出版说明

教育部最新颁布的《大学英语课程教学要求》将大学英语的教学目标确定为“培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”，并提出：“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”《大学英语课程教学要求》明确要求大学英语教学中开设选修课，以满足大学生的实际需求。

依据《大学英语课程教学要求》，上海外语教育出版社邀请国内外英语教学专家开发编写了选修教材，通过教材的出版引领、促进了大学英语选修课程设置的发展，丰富了我国大学英语教学。这些教材品种丰富，涵盖面广，包括以下多个系列：大学英语应用提高阶段专业英语系列教材、大学英语综合应用能力选修课系列教材、职场英语选修教程系列、大学目标英语、牛津专业英语基础丛书等。这些年来，全国数百所高校使用了这些教材，部分老师对教材的内容和编写形式提出了宝贵的建议，为我们进一步完善教材提供了实践依据。

虽然很多高校多年来一直尝试开设选修课，专家学者也进行了理论研究，但目前此类课程在大学英语教学中所占比重并不大，仍处于探索阶段。多数教学专家对大学英语选修课程的具体教学目标和教学内容范围未形成统一认识，教育主管部门亦未出台具体的选修课教学要求。为了进一步推动大学英语选修课教学的发展，外教社在多年选修课教材使用情况调研的基础上，结合专家学者的最新研究成果和建议，充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，重新策划编写了“大学英语拓展课程系列”，该系列教材包括EAP、ESP和EOP三个子系列。

• EAP (English for Academic Purposes)

学术英语类，侧重高级水平英语听、说、读、写、译等技能的培养，为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括：演讲听说、跨文化交际、文学赏析、学术英语写作等。适合需要继续在学术上深造的大学生使用。

人业空乘员人乘空，副主席职务。Gerighty先生多年的民航语言教学与研究经验，使其不仅深谙国际民航组织的语言熟练程度要求，也对实际运行具有丰富的经验。因此，本教材不仅有利于空乘人员提高英语水平，也对在国际航线环境下如何使用英语作为工作语言提供了指导。

上海外语教育出版社引进《空乘英语》，从时机上来讲非常好，符合中国民航业当前蓬勃发展的趋势。虽然一本教材不能解决所有的问题，但是这本教材却能给航空院校的教学和航空公司的培训提供一个非常好的思路，在很大程度上解决了目前乘务员专业英语培训材料不足的问题。他山之石，可以攻玉。该教材的出版为下一步开发出更好、更适合提高中国乘务员语言能力的教材和其他辅助教学材料打下了一个良好的基础，也对我国民航的强国战略起到了积极的推动作用。

中国民用航空飞行学院

外国语学院

陈 方

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Introduction

English for Cabin Crew is for people working in the aviation industry who want to improve their communication skills, vocabulary, pronunciation and grammatical accuracy. It is designed to be used in class, but you can also use it on your own.

English for Cabin Crew is the perfect companion to the cabin crew training manual. It follows the real-time working routines of flight attendants, from pre-flight briefings to disembarkation, from 'gate to gate'. It follows the operational procedures of the cabin crew and their progress through the different stages of both long-haul and short-haul flights, facing the challenges of boarding, safety demonstrations, serving meals, difficult passengers, possible medical incidents and emergency situations, pre-landing stress, and eventually of reviewing a job well done.

But this book does more. It looks at the special English language used in all these situations. It aims to give flight attendants confidence in using the right English at every stage of the job in hand. So, for example, if you need to know how best to deal with a passenger complaint using the most appropriate English, this book will help you. It will also help you to ask the right questions in a medical crisis and to reply to passengers who are annoying other passengers. It will help you to use appropriate English for routine and non-routine situations on board.

English for Cabin Crew is full of key expressions, of the right thing to say in English on the right occasion. More than this, it presents real job situations and typical passenger and cabin crew exchanges in which the language used is correct, authentic and actual.

- The *Listening* section invites you to listen to a real dialogue, and answer questions on it to make sure you fully understand what is happening.
- The *Language Focus* explores how to use key expressions in English.
- The *Speaking* section provides practice to make you confident of using the key expressions correctly.
- The *Reading* and *Vocabulary* sections help to consolidate and build on the language you learn.

Each unit presents a different part of your routine on board. Throughout the book you will find plenty of examples of real situations, plenty of vocabulary, plenty of opportunities for applying what you learn to your own job – all the time speaking and listening to English.

By the time you reach the end of the book, you should be confident about using clear and uncomplicated English to ...

- perform all your normal duties on board
- address your passengers' problems
- handle difficult situations.

Although there may be differences in practices and procedures between different airlines, the use of English and the main communication skills required by flight attendants remain the same. *English for Cabin Crew* will give you the skills to make you a better professional in helping to guarantee the safety and service of your passengers.

What's in *English for Cabin Crew*?

The book has three main sections:

- Units 1–10
- Case studies
- Self Study

Units 1–10

There are ten units, which take you through the routine stages of any flight, long-haul or short-haul. Each unit follows the same pattern: *Listening* and *Language focus* followed by *Pronunciation* and *Speaking* practice. Regular *Vocabulary* sections help build relevant vocabulary and *Reading* texts provide a focus on industry-specific topics.

- **Listening** This section sets the scene. You can listen as many times as you want to be sure you understand everything – it's up to you.
- **Reading** Comprehension questions and language work act as a springboard to discussion.
- **Language focus** Important language structures are highlighted here.
- **Pronunciation** You will have the opportunity for essential practice of new words and phrases before proceeding to the *Speaking* tasks.
- **Speaking** This section is often a role-play or discussion about an on-the-job situation.

Case studies

There is a *Case study* at the end of each unit. It presents a real incident involving passenger experiences and the actions of cabin crew. The *Case studies* allow you to explore further what you have just learned, taking you from simulation to reality, from practising to experiencing real events. You will be invited to review the content, comment on what happened and discuss what it all means for cabin crew.

You will also hear about the real-life experiences of Shon Davis, a senior cabin crew member with over 20 years' experience. She answers questions relating to the unit subject matter as you progress through the course – about pre-flight briefings, the service on board, medical incidents, emergencies – with fascinating stories of her own experience as a flight attendant.

Self Study

In this section you will find additional practice exercises for independent study.

Study the main unit first, especially the *Listening* sections, so that you become very familiar with the content, vocabulary and language used. Then do the *Self Study* exercises. If you are unsure about any of the vocabulary or language used, don't hesitate to go back to the main unit. Finally, check the answer key and note down your scores.

The *Self Study* pages also contain a 'log book' section. Use this log book page to record your personal progress and your reflections about anything you have studied in the unit.

Audio

All the audio material for the course can be downloaded free. You can play this on your computer, or you can transfer it to your MP3 player.

Word list

The word list contains key vocabulary from the unit, ordered alphabetically with Chinese translations. There is a separate list for each unit, each one including a 'multi-word verb' section as well as additional vocabulary relating to the topic of the main unit.

Glossary of key expressions

You will find all the phrases and expressions from the *Language focus* sections, as well as other useful phrases from the unit, conveniently listed in the glossary.

Audio scripts and answer key

At the back of the book, ideal for self-study, you will find audio scripts for all the *Listening* and *Pronunciation* exercises, and an answer key.

Tips for self-study

- Although the units progress from gate to gate, you do not have to do them in any particular order. You can choose the units that are most relevant to you.
- Manage your study time and keep a record of what you have done. Don't spend too long working on a unit without a break.
- Revise and review the language you have learned before starting a new unit.
- Find a colleague to practise your English with.
- Memorize the key expressions in the *Language focus* sections.
- Use the Internet to find interesting and relevant articles on aviation topics to develop your vocabulary further.
- Create your own vocabulary notebook with Chinese translations.

I hope you enjoy using this book and that it helps you in your professional life.

Good luck!

Terence Gerighty

August 2010

The pre-flight briefing



Meeting colleagues

LISTENING



AUDIO 1.1

1

Listen to three cabin crew members, Paola, Tom and Jenny, introducing themselves to each other. The cabin crew are meeting just before the pre-flight briefing. Answer the questions.

- 1 Where is the flight going to?
- 2 What does Paola say to introduce herself to Tom?
- 3 What is Tom's reply?
- 4 Jenny is not sure of Tom's name. What is her question?
- 5 Have Jenny and Paola met before?
- 6 When does the briefing start?



AUDIO 1.2

2

Listen to Paola, Tom and Jenny saying hello to Katrin, another flight attendant.

They are on the shuttle for the short ride to the briefing room. Are the statements true (T) or false (F)?

- 1 Tom and Katrin do not know each other.
- 2 Paola and Katrin do not know each other.
- 3 Jenny and Katrin do not know each other.
- 4 Katrin is not looking forward to going to the US.
- 5 Paola and Jenny were on a flight to Madrid together.
- 6 Paola spilled drinks on a passenger.
- 7 All four are in the same team on the flight.



AUDIO 1.3

3

Listen to the beginning of the cabin crew briefing and answer the questions. The purser starts the meeting. You also hear flight attendants Katrin, Leila and Jutta.

- 1 What is the name of the purser?
- 2 Where will Katrin be working on the flight?
- 3 Where will Leila be in charge?
- 4 Why is this flight special for Jutta?
- 5 Who will Jutta be working with?
- 6 Where will Leila be positioned?

LANGUAGE FOCUS

INTRODUCTIONS

Study these sentences and phrases.

Introducing yourself to someone you do not know

My name's Paola. Pleased to meet you.

Hi there, I'm Tom.

Finding out someone's name

Sorry, what's your name?

Excuse me, could you tell me your name, please?

Introducing other people

This is my colleague, Katrin.

This is Hemal.

Saying hello to people you know or have met before

Hello again, how are you?

Fine thanks. And you?

How's it going?

Very well, thanks.

How are you?

Not too bad.

Hi there!

Hi!

PRONUNCIATION



AUDIO 1.4

SPEAKING

4

Listen and repeat the sentences and phrases in *Language focus*.

5

Work in groups. Practise all three ways of meeting people.

1 Introduce yourself to someone you are meeting for the first time.

2 Say hello to people you already know.

3 Introduce other people to your friends.

6

Look at the picture and the words in the box. In your groups, discuss what you usually take with you on a flight. What must you never forget to take?

keys ■ passport ■ ID card ■ credit cards ■ mobile phone
toothbrush ■ aspirin ■ MP3 player ■ magazines ■ book



Finding out about the flight

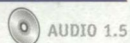


SPEAKING

- 1** The pre-departure crew meeting is important for several reasons. Put these reasons in order of importance. Discuss your answers with a partner.

- _____ to get to know each other
- _____ to be told about the coordination of duties
- _____ to find out the order of service
- _____ to check safety and emergency procedures
- _____ to hear about anything special about the flight
- _____ to hear about the weather en route

LISTENING



- 2** Listen to the captain's briefing and answer the questions.

- 1 Who does the captain introduce first?
- 2 What is the captain pleased to tell the crew?
- 3 What does the captain ask Rick Schultz to talk about?
- 4 What is the possible weather problem on the flight?
- 5 What should be finished by the time of the weather problem?
- 6 Because of the weather problem, what will the cabin crew try to do?
- 7 What does the captain want to make sure of?

VOCABULARY

- 3** Complete these phrases from the captain's briefing.

- 1 m _____ turbulence
- 2 s _____ winds
- 3 storms o _____ the Atlantic
- 4 seated and s _____ in
- 5 the c _____ procedures

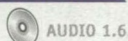
LANGUAGE FOCUS

CHECKING AND
CLARIFYING

Study these questions.

- Can I just check what the flight time is?
 Can you confirm that your crew is familiar with the cockpit procedures?
 Can I clarify something?
 Can I clarify the time of the meals service?

PRONUNCIATION



SPEAKING

4 Listen and repeat the questions in *Language focus*.

5 Work with a partner. Ask and answer questions about what these things mean.

- | | | | |
|------------------------|------------------------|---------------|------------|
| ➤ seat configuration | ➤ special requirements | ➤ turbulence | ➤ duties |
| ➤ emergency procedures | ➤ passenger load | ➤ 'all clear' | ➤ schedule |

A What does 'moderate' turbulence mean? / Can I just check what 'moderate' turbulence means?

B It means a little bumpy and very unpleasant.

6 The first officer warns the crew about the expected stormy weather, which is likely to cause moderate turbulence. Work with a partner. What other kinds of severe weather conditions can affect flights and flight schedules?

7 What happens when there is severe weather before take-off? For example, what happens when there are long delays? Have you ever served the meal on the ground?

8 If you have to remain strapped in your seat for long periods in the flight because of severe turbulence, do you ...

- a read a magazine?
- b chat with passengers nearby?
- c plan for when you can continue your duties?
- d do something else?

9 After the briefing, the flight attendants board the aircraft. With your partner, discuss what they have to do on board before the passengers start to arrive.



Case study

READING

1 Read *A day in the life* opposite and answer the questions.

- 1 List all the things the flight attendant says she has to check before passengers board the plane.
- 2 What does she say 'gets a special mention these days'? Why do you think this is?

SPEAKING

2 Work with a partner. Answer these questions about pre-flight briefings.

Where?

The briefing in the text takes place on the aircraft. Is there a special reason for this? Is this unusual?

Who?

Who attends the pre-flight briefing?

Who speaks at the briefing? Do the flight attendants only listen?

What?

What sorts of things do they talk about at the pre-flight briefing?

What is the top priority?

Why?

What is the pre-flight briefing for?

Is it really necessary? Aren't all flights the same?

3 With your partner, discuss which of these things are usually mentioned in the pre-flight briefing, and why.

- | | | |
|-------------------------|----------------------------|------------------------|
| ➤ teamwork | ➤ introductions | ➤ meals service |
| ➤ motivation | ➤ leadership | ➤ emergency procedures |
| ➤ personal appearance | ➤ cockpit entry procedures | ➤ safety |
| ➤ responsibilities | ➤ special needs passengers | |
| ➤ clear task allocation | ➤ weather | |

LISTENING



4 Listen to Shon Davis, a senior cabin crew member with over 20 years' experience, as she answers these questions. Make notes about what she says.

- 1 'What do you remember about your first pre-flight briefing?'
- 2 'Were these briefings always the same?'
- 3 'What was the common theme?'

5 Listen again and answer the questions.

- 1 How did Shon feel on her first pre-flight briefing?
- 2 What was 'always the same'? What was different?
- 3 Give details about the different types of passenger she mentions.

SPEAKING

6 Work with a partner. Discuss these questions.

- 1 Why is the pre-flight briefing important for the cabin crew?
- 2 Do you remember one pre-flight briefing more than all the rest? Why?
- 3 How do you normally feel during pre-flight briefings? Nervous, excited, relaxed, tense?

A day in the life



Security and the aircraft's safety features always get a special mention these days.

03.30 Good morning!

My alarm is ringing ... already ..., and it's time to get up for my flight to Tenerife, which is due to leave at 0700 hours. I get ready, put on my uniform and make sure I have my passport and regular papers neatly tucked away in my carry-on bag. We cabin crew have to check in at least 1 hour and 30 minutes before the aircraft is scheduled to leave, so today that means reporting for work at 05.30. In fact, I'm a little early today (there's no traffic at this time) and I catch the staff shuttle bus to the briefing room.

05.15 Fifteen minutes to the pre-flight briefing

I'm 15 minutes early, which is good, because I've got time to check my cabin crew manual to refresh my knowledge of the all-important emergency procedures and the location of the emergency equipment and exits for today's aircraft, a Boeing 757.

05.30 The pre-flight briefing

Today's pre-flight briefing is being held on the aircraft and the senior crew (usually the purser, although the captain is there too) introduces everyone and takes us through the flight details. Usually this covers the order of the services during the flight, the individual positions and responsibilities for the day, and any special points or passengers with special needs. Security and the aircraft's safety features always get a special mention these days and we're sometimes asked one or two questions about emergency procedures. The captain asks a couple today, and I'm pleased to say that I answer correctly.

06.00 Pre-flight preparations for boarding

This is the time for me and my team to check the emergency equipment and make sure there's a safety instruction card in every passenger's seat pocket. Then we double-check the number of meals on board, the usual drinks trolley and duty-free goods and, of course, stock all the toilets with the necessary hand towels and tissues. All of which leaves just enough time to freshen up and get ready to welcome our passengers on board.

Glossary

tucked away carefully put away

traffic cars, buses, etc. on the roads

a shuttle bus a small bus which travels between an airport and a city

to refresh your knowledge of something to remind yourself about something

to stock to fill with supplies

to freshen up to make yourself clean and tidy

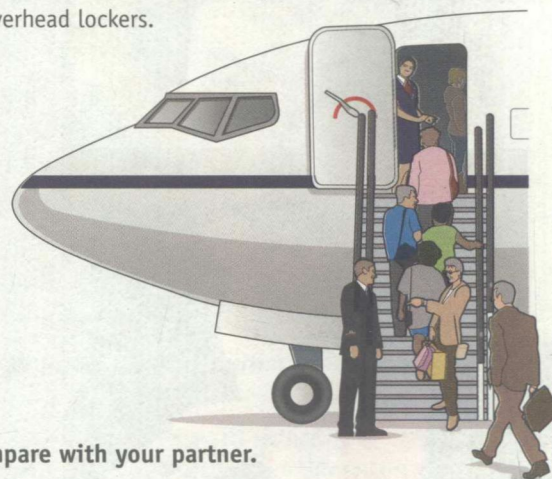
Welcome on board

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.



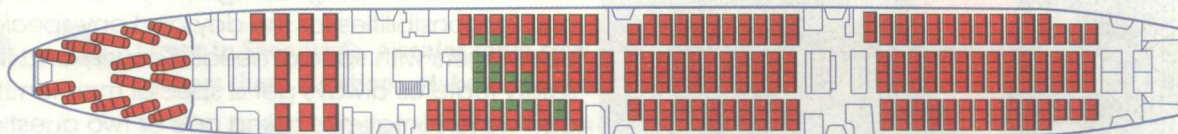
- 2** Put the duties in order of importance. Compare with your partner.

LISTENING

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

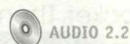


AUDIO 2.1



- 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?