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## Pre-course language review

Before we begin the instructor training course, it is important to familiarise yourself with some of the grammatical features and functions of the English language. This task is designed to introduce some of the necessary terminology before the course begins.

The task is aimed primarily at those course participants that do not have a professional background in language teaching, but it might be a useful revision exercise for all participants. It is not our intention to intimidate, so please don't worry if you find some of the exercises challenging!

### Section 1: Language functions

Task 1a: What is the **function** of language? In order to perform different more subtle functions, a language needs to contain various forms of verbs and structures to communicate changes in meaning. Look at the simple difference between:

- *They inspect the aircraft before every flight.*
- *They should inspect the aircraft before every flight.*

What change in meaning has the insertion of 'should' made?

Task 1b: Imagine the *context* and state the *function* in the following sentences.

1. That must be the dispatcher.

**Answer: Crew, having arrived at the stand, hear knocking on the door = Deducing**

2. We ought to have departure clearance by now. It's getting late.

**Answer:**

3. You can't be serious.

**Answer:**

4. If I were you, I'd speak with your chief pilot.

**Answer:**

5. If you apply full opposite rudder, you'll counteract the yaw.

**Answer:**

6. I think it could well rain later, judging by those clouds.

**Answer:**

7. Do you have to make a visual approach now? The weather is right on the limits!

**Answer:**

8. If they'd told about the work in progress (WIP), we'd have planned a different approach.

**Answer:**

9. If the wind is less than 10 knots cross, you can have the landing.

**Answer:**

10. If only they had completed the checklist!

**Answer:**

11. I wish I'd studied harder at ground school.

**Answer:**

12. Would you mind opening the window? It's a bit stuffy in here.

**Answer:**

13. With our slot, we really should be pushing now.

**Answer:**

14. Do you have to get up early tomorrow?

**Answer:**

## Section 2: Tense, aspect and meaning

Task 2a: Look at the names of the various **tenses / aspects** in the left hand column. Can you match them with an example sentence in the right hand column?

Tense	Example
1. Present Simple	a. <b>I've flown</b> into Malpensa three times.
2. Present Continuous	b. They <b>will have landed</b> by five.
3. Past Simple	c. The passenger <b>is not feeling</b> very well
4. Past Continuous	d. I <b>drive</b> to work every day
5. Present Perfect	e. We <b>went out</b> during the layover in Bangkok
6. Past Perfect	f. I <b>was talking</b> to the dispatcher at 0915
7. Future Simple	g. When the Embraer arrived, <b>the Citation had gone</b>
8. Future Continuous	h. The new flow management unit <b>will be open</b> next month
9. Future Perfect	i. This time tomorrow, <b>I'll be arriving</b> in Rio

Task 2b: Look back at the examples of tenses and aspect. Present simple sentences are formed as follows:

She + works  
Subject + verb in present simple form

How do you form the continuous tense?

Subject + \_\_\_\_\_ + \_\_\_\_\_

How do you form the perfect aspect?

Subject + \_\_\_\_\_ + \_\_\_\_\_

Task 2c: What function does the grammar in the following tenses perform?

"I am going to London tomorrow morning."

"The crew bus leaves at 4 o'clock in the morning."

a. \_\_\_\_\_

b. \_\_\_\_\_

Task 2d: What tenses are sentences a and b in task 2c above? How are they different from the previous examples?

Task 2e: Decide what tense the sentences below are in and the meaning conveyed.

**Sentence**

**Tense Meaning**

I am doing my pre-course task at the moment.

Action happening now.

I went to Paris Air Show last year.

I have flown a Tiger Moth.

I love aerobatics.

I'm going to do an approach radar course.

Oh! I'll call maintenance.

In 2030 we will have a global integrated ATC system.

I'll be doing a training course next week.

You will have completed your type rating by June.

### Section 3: Parts of speech

Task 3a: Match a part of speech from the list to the words underlined in each sentence.

NOUN	VERB	ADJECTIVE	ADVERB	PRONOUN	AUXILIARY VERB
MODAL VERB	DETERMINER	PREPOSITION	CONJUNCTION	GERUND	

E.g. *I'm having a fantastic time.* Fantastic is an adjective.

- The runway is contaminated.
- Did the controller clear him to cross?
- We're five miles to the **FAF**.
- Monitoring the frequency is essential for situational awareness.
- The pushback tug has severely damaged the nose gear.
- The aircraft on Alpha is a Fokker.
- Yes, we can take Charlie 2 **but** we need to check performance.
- I switched frequency two minutes ago.
- Can you make left turns?
- The braking action is good.
- Do they have maintenance facilities?

Task 3b: Think about the functions of the parts of speech in 3a. Match the definitions below with the names for the parts of speech.

- These are normally used to describe things referred to by nouns or pronouns. ADJECTIVES
- These may be attached to main verbs in a verb phrase ("am" as in *I am waiting*).
- These describe the manner in which the verb is performed (slowly, alone, really, quite), or a situation (sadly, fortunately).
- These are usually used to introduce a noun or noun phrase, (the, a, all, many, some etc.).
- These are a type of auxiliary verb; they express ideas of ability, possibility, obligation etc.
- These words can be divided into those of action (walk, run, work) and those of state or feeling (want, need). They can be used in different tenses, active and passive. They can also be divided into transitive and intransitive and some can be both.
- These are usually referred to as "naming" words. They can be used to refer to a person, an activity, abstract ideas or concepts, objects and events.
- These are often short words, which define time, place and direction (on, of, before.)
- These are used to substitute a noun or noun phrase (she, her, who).

## Section 4: Pronunciation

Task 4a: Look at the following passage and correct the mistakes.

*Last weak, eye flu sum executives too the capitol city. On the weigh, won of the engines began to vibrate. I maid a full cheque but couldn't find the sauce of the problem sew we diverted two Wembury. There aunt any maintenance facilities their so we hat to weight while the company cent another aircraft. The passengers mist there meating and whirr really angry butt there wasn't anything moor I could do.*

What do these mistakes tell you about learner difficulties with the English language?

Task 4b: What common learner difficulties are shown in each line below?

Example: often, island , biscuit etc. all have a silent letter.

						Problem?
1	Often	Island	Circuit	Muscle	Knife	Silent letters
2	Through	Though	Tough	Cough	Bough	
3	Photograph	Photographer	Sign	Signature	Significant	
4	Chock	Chemical	Got	Gin	Gentle	
5	A subject	To subject	Produce	To produce	A product	
6	Good	Food	Book	Jerk	Clerk	
7	Pear	Pair	Where	Wear	Near	
8	Waited	Lived	Needed	Watched	Washed	
9	Watches	Has	Lives	Waits	Wants	
10	Can you fly?	Yes, I can	No, I can't	I can't fly	I can fly	

The phonemic script is a system of symbols representing all the different sounds of the English language. It is very useful as a tool for learning pronunciation as it distinguishes between sound and spelling which, as we know from task 4a, is a minefield!

Task 4c: Use the phonemic chart (page 9) to identify and write the symbols corresponding to the sound of the highlighted vowels or consonants in each of the following words.

Bird /3:/	Engine	Fix	Drag
Clear	Point	Flare	Altitude
Radar	Speed	Up	Computer
Course	Clock	Tourist	Flight
Pull	Tower	Plane	Load
Vision	Yaw	Leading	Nose
Leg	Thermal	Security	weather
Zero	Jet	Fog	Shower
Pilot	Beacon	Key	Ground
Chart	Right	Hangar	Minimum
Vector	Touchdown	Deviate	Wind

Task 4d: Write the following in phonemic script.

1. Separation	
2. Arrival	
3. Terminal	
4. Measure	
5. Yield	
6. Converge	
7. Departure	
8. Think	
9. Weather	
10. Go around	
11. Semi-automated	
12. Land mass	
13. Beacon code	
14. Cloud cover	
15. Aircraft frame	
16. He wasn't happy with the state of the aircraft	

## Section 5: Methodology and teaching skills

Task 5a: Many features of the English Language can be confusing for learners. How would you help a foreign student to understand the difference between the following? (Use a separate answer sheet if necessary)

### Lexis:

Take/Bring

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Say/Tell

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Hear/Listen

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Rob/Steal

---

Lend/Borrow

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### Grammar:

Much / many

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Some / any

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Used to / be used to

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Stop doing / stop to do

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Too / very

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Remember to do / remember doing

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Interested / interesting

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