Aims and objectives

In this lesson students will:

• discuss airport facilities and services

• read about unusual facilities offered by   
some airports

• listen to passengers talking about what would improve the airport experience for them

Reading

What makes a good airport

Fact File

Airports are aware of the need to keep passengers from becoming bored and frustrated if their flights are delayed. Below are some of the more unusual facilities and services on offer.

Hong Kong airport has the largest 3-D screen in Hong Kong, at an estimated 13.9 m by 22.4 m and claims to be ‘the world’s most immersive movie experience’.

Dubai airport has a prize draw with a car as first prize. Launched in 1989, it claims to be the world’s longest-running duty-free promotion.

Narita Airport in Tokyo has an oxygen bar   
where customers can inhale different perfumes of oxygen. This is said to reduce the effects of jet lag.

Many airports have museums. Pearson Airport in Toronto has a large collection of art and exhibits, including a dinosaur display.

Exercise 1, page 40

Find out about students’ experience of flying and how many different airports they have been to. What were their experiences? Did they find much difference between one airport and another? Was there a difference between internal flights and international flights? If they have a choice of local airports to use, why would they use one rather than the other?

Check that students understand the differences between *facilities* (rooms, equipment, etc. provided for passengers’ use) and *services* (what the airport can do for passengers or make it possible for them to do for themselves). Brainstorm a list of each onto the board.

Students’ own answers.

Exercise 2, page 40

Focus students’ attention on the text on   
page 41 which has some sentences missing (gaps 1–7). Ask them to read the text, ignoring the gaps for the moment, to get the gist of the writer’s argument. What is he/she writing about? (examples of good facilities and services in particular airports) Pre-teach any difficult vocabulary, e.g. *bustling*, *cherished*, *woo*, *propel*. Then ask students to work in pairs to read sentences a–g in Exercise 2 and fit them into the gaps in the text. Students check answers in pairs before whole class feedback.

**1** c **2** b **3** g **4** d **5** e **6** a **7** f

Exercise 3, page 40

Check that students understand all the words and phrases in bold in the text and sentences in Exercise 2. They then work individually to complete the sentences before checking answers in pairs.

**1** dedicated **2** discounted **3** hub

**4** pay-as-you-go **5** in transit **6** benchmark

Exercise 4, page 40

Ask students to read the article and gapped sentences again and find any words they   
did not immediately recognize. They should look them up in a dictionary and test each other in pairs by reading the definitions.

Students’ own answers.

Listening

The passenger experience

Exercise 5, page 41

Tell students that they are going to hear four passengers talking about different aspects of travelling through an airport that can be frustrating. Pre-teach any difficult vocabulary, e.g. *pictogram*, *icon*, *unconstrained*, *tarmac*, *landside* (and its opposite, *airside*). Then play the recording for students to match the subjects with the speakers. Do not check answers at this point. Take feedback after playing the recording a second time for Exercise 2.

**a** Speaker 2 **b** Speaker 3 **c** Speaker 4

**d** Speaker 1

Exercise 6, page 41

Play the recording again. This time students should note what would improve the airport experience for each of the speakers.

Speaker 1: There should be visual icons to show where taxis, phones or wheelchairs are located.

Speaker 2: Airports should employ more staff.

Speaker 3: Airports should have open spaces and feel airy and unconstrained.

Speaker 4: The landside areas should be   
designed so there is easier access to the terminal.

Audio script Track 5.1, Exercises 5 and 6, page 121

**1** I think they should make it easy for people to orientate themselves and get where they want to go more easily. Airports are big places and it’s easy to lose sense of direction, so passengers need to know where to go. It helps if there are pictograms for services that can easily be represented by a visual icon like taxis, phones, wheelchair access, that kind of thing.

**2** There are lines for check-in, then passport control, security, the departure gate, then your seat on the aircraft and baggage claim and immigration at the other end. It’s appalling! Why don’t they employ enough staff?

**3** I hate walking along corridors and enclosed areas with lots of advertisements on the walls as these can be very visually tiring and create additional stress. I’d like to travel through airports with open spaces and light glass walls that give a view of the planes on the tarmac. The whole place should feel airy and unconstrained.

**4** I personally don’t drive as there’s a lot of congestion on the access roads and the   
long-term car park is quite a distance from the terminal building. They should think more about the design of the landside areas because you often feel you’re in the middle of nowhere and it very disorienting.

Extra Activity

Divide students into groups of three or four and ask them to make a list of the services and facilities their ideal airport would have. They can be as imaginative as they like! You could brainstorm a few onto the board to get them started (e.g. a laundry service for passengers whose flights have been delayed). When they have finished, write their ideas on the board and ask them to rank the services and facilities in order of preference.

Extra Activity

Refer students to Part B of the EFIT Upper Intermediate level DVD material for extra listening and vocabulary exercises relating to air travel.

Although students are encouraged to view the complete programme on the DVD, there is also an option so that they can watch in smaller segments, as is denoted by the worksheet timings.

Alternatively, the DVD-related worksheet can be undertaken as self-study.

At the end of the worksheet, there is an optional task, which can be completed in groups in class or set as homework.

Homework suggestions

• Students find out about their own local airport. What facilities and services does it offer? If there is more than one airport serving their city, how are they different?

• Students do some internet research to find other airports offering unusual facilities and/  
or services.

Airport security

Aims and objectives

In this lesson students will:

• read about security screening at airports

• revise the passive

• describe the baggage handling process

Reading

Security regulations

Fact File

Security procedures vary among countries and sometimes within countries. For example, passengers in some airports may be told to remove their shoes before passing through screening. Other airports photograph passengers for iris recognition as they present their boarding pass.

Since 2006, passengers in the EU, the USA and Canada have been subject to greater restrictions, including limits on the amount of liquid that may be carried in hand luggage.

Many airports now require both international and domestic passengers to go through the same security screening.

Most countries do not allow visitors not travelling to go beyond security. Some countries, such as Australia, do allow visitors as far as the boarding gate but they undergo the same security screening as passengers.

Exercise 1, page 42

Find out what students already know about security screening from their own experience. Ask what the security procedures are at their local airport. Have they encountered any differences in other airports? They then work in pairs to answer the questions. Take feedback but do not confirm answers at this stage as students will check their answers in Exercise 2.

Students’ own answers.

Exercise 2, page 42

Students now read the text and check their answers to Exercise 1. Pre-teach any difficult vocabulary, e.g. *aerosol*, *resealable*, *verify*. In feedback, find out how well students did. Did anyone have all correct answers? Ask them to support their answers by quoting from the text.

**1** T (Other bags, such as handbags, may be carried within the single item of cabin baggage.)

**2** T (The bag must be presented separately for examination at airport security.)

**3** F (it must be carried on the person ...)

**4** T (Passengers are obliged to bring supporting documentation ...)

**5** F (The accompanying adult must taste it.)

**6** F (They are not permitted to deviate from these regulations.)

Extra Activity

Ask students how many of them have had items confiscated at airport security. What were they? Were they expensive? Were they able to claim for them on insurance?

Extra Activity

Elicit a list of items that may be carried in a transparent resealable bag. Remind students that they are not necessarily liquids (e.g. lipstick). Write a list on the board and allow students a few moments to memorize the items. Then clean the board and find out how many they can remember.

Grammar

The passive

Exercise 3, page 43

Focus students’ attention on the Grammar box. Give them time to read through the information and check that they understand the meaning of all the verbs in the box. Point out that the passive is not a tense but a form used across the tense system, when the subject is unknown or unimportant. They then work individually to underline all the examples of the passive in the security regulations in Exercise 2. After whole class feedback, refer students to the Grammar reference on page 113.

(Modals are shown in bold.)

is restricted, **may be carried**, **should be put**, are (only) allowed, **must be presented**, **may be taken**, **must not be placed**, **must be carried**, are not authorized, **may be permitted**, are obliged, **can be taken**, **will be required**, **have to be removed** ... **and screened**, are not permitted, are being searched, being sent ... and/or fined

Exercise 4, page 43

Point out that all the verbs in Exercise 3 express rules and regulations. Those using modal verbs express degrees of obligation and possibility. Students work in pairs to divide them into the three categories.

**a** must be presented, must not be placed,   
 must be carried, have to be removed, will be required

**b** should be put

**c** may be carried, may be taken, may be permitted, can be taken

Exercise 5, page 43

Remind students that verbs may be active or passive and that both forms may be used in the same text, depending on the point the writer is making, whether the subject is known or important and so on. The passive is frequently used to describe a process, where what is important is what action is being carried out rather than who is carrying it out. Students work in pairs to read the text and change the active verbs to passive if necessary. Pre-teach any difficult vocabulary, e.g. *itinerary*, *scanner*, *obstructs*, *cargo*. In feedback, ask whether any of the verbs were left in the active form (6, *can scan*, remains active because its subject is *This device* and the rest of the sentence gives us information about the device).

**1** is displayed **2** are printed out **3** are attached

**4** can be used **5** are read **6** can scan **7** pass

by **8** are routed **9** be scanned **10** has been

identified **11** is taken **12** is obstructed **13** be

routed **14** is loaded **15** (is) sorted **16** are

transferred **17** (are) taken **18** be placed

Homework suggestions

• Students find out about the security procedures in place at their local airport and write ten sentences using the passive, following the style of the text in Exercise 2.

• Students do the same for the process of going through passport control and presenting their boarding card.

Photocopiable notes 5.1 (page 143)

Airport exchanges (Matching activity, pages 144–145)

professional skills

dealing with difficult situations

Aims and objectives

In this lesson students will:

• focus on the professional skill of dealing with difficult situations

• listen to ground staff discussing passenger incidents

• roleplay handling a difficult situation with a passenger

Listening

Problems at check-in

Exercise 1, page 44

Tell students that they are going to practise the skill of dealing with difficult situations in this lesson. First, they should work in pairs to discuss problems that might arise when checking in. Have they had problems themselves at the check-in desk? Brainstorm a list of ideas onto the board and leave them there while students do Exercise 2 so that they can compare their ideas with those on the recording.

Students’ own answers.

Exercise 2, page 44

Ask students what is meant by *ground staff* (those who work on the ground, as opposed to in the air). Tell them that they are going to hear a supervisor discussing incidents at check-in.   
Pre-teach any difficult vocabulary, e.g. *abusive*, *blacklisted*, and check that students understand the idiomatic expressions *start the ball rolling*, *in labour*. Students work individually to complete the table, then check answers in pairs before whole class feedback. Finally, compare the situations with those students brainstormed in Exercise 1.

Karen

Situation: problem at check-in with a disruptive family causing a disturbance

Action taken: family separated from other passengers; Dalal asked to open another counterSteve

Situation: a man arrived late; his wife was about to have a baby; flight was full and check-in had been for closed 25 minutes

Action taken: Rachel called the captain and he agreed to let him board the plane.

Tadzio

Situation: a passenger abused a colleague and Tadzio punched the man on the nose

Action taken: Tadzio has been disciplined and suspended for two weeks; the passenger has been blacklisted

Audio script Track 5.2, Exercise 2,   
page 121

**R = Rachel, K = Karen, S = Steve,   
C = Clare**

**R** OK, this is just a short meeting to discuss some of the difficult situations you’ve had to face recently and how well you were able to deal with them. Karen, would you like to start the ball rolling?

**K** Sure. Recently I had to check in an extended family group going off together for a family holiday – maybe fourteen children – the parents were totally overwhelmed with the kids crawling on the floor and others trying to run away. When I asked for the passports, there was a row between the parents about who had whose passport, they started opening all their baggage on the floor, everything was spread around and then other passengers in the queue started to get annoyed and abusive.

**R** So how did you deal with it?

**K** I had to take the family away from the other passengers and I asked Dalal to open another counter to finish the check-in. The family finally managed to present all the required documents but not in time, and they had to wait another two hours to get on the next flight to Madrid.

**R** What about you, Steve?

**S** I had a situation yesterday because of a late check-in. A guy came running up to my check-in desk and said, all out of breath, ‘Please, please ... traffic jam! It’s impossible to drive here! Please, I must be on that flight, please!’ The check-in had closed 25 minutes before and I really didn’t see a solution. But then he told me his story and why he was in such a panic. His wife was in labour and she was in the ambulance on her way to the hospital.

**R** OK. So, was he allowed on the flight?

**S** Yes, I called the captain and he agreed to let him on board and, apparently, shortly afterwards there was an announcement on board congratulating him on the birth of his first child.

**C** Rachel, can you tell us about what happened to Tadzio? None of us was on duty that day and we haven’t seen him since.

**R** Well, I don’t know if you know the full story but Justyna was on duty and a passenger became very abusive with her and then hit her in the face! Tadzio was on the next counter and although I understand his behaviour, I don’t approve of it. He got up, punched the man on the nose and then apparently said, ‘I’m really sorry for the inconvenience but I suggest you now queue at another counter as I’m quite likely to be fired. It’s been a pleasure to work for this company. Goodbye.’ Anyway, that’s what he told me.

**C** So, has he got the sack?

**R** No, but he’s been disciplined and suspended for two weeks. We actually received letters of support from the passengers who witnessed the incident and Justyna has received an apology from the passenger who hit her. But he has now been blacklisted and won’t be able to fly with us for at least three years.

Exercise 3, page 44

Students work in pairs to discuss the incidents in Exercise 2 and answer the questions.

**1** Karen and Steve acted calmly and efficiently. Tadzio’s reaction was inappropriate and unprofessional, though understandable in the defence of his colleague.

**2** Students’ own answers.

Exercise 4, page 44

Remind students that the passive is often used in formal language where the focus is on the events rather than who performed them. Refer them to the Grammar box on page 43 and the Grammar reference on page 113 if necessary. Students then work in pairs to complete the summaries. Point out that the gaps require verb forms or short phrases and they should use their own words, not quote directly from the audio script. When they have finished, they should check the audio script on page 121.

**1** to control their **2** rowing / arguing **3** who had

the passports **4** was spread onto the **5** started

to get annoyed and abusive **6** to open another

counter **7** had closed 25 minutes **8** was in

labour **9** agreed to let him on board **10** hit her

in the face **11** punched the passenger in the

**12** has been suspended **13** an apology was

received **14** has been blacklisted **15** be able

to fly with us for three years

Exercise 5, page 45

Refer students to the Professional skills box, which consists of a list of dos and don’ts on dealing with difficult situations. Working individually, students complete the list with the verbs in the box. When they have finished, they should check answers in pairs before whole class feedback.

**1** Assume **2** Listen **3** Provide **4** Reassure

**5** Take **6** Respond **7** Avoid

No more flights tonight

Exercise 6, page 45

Tell students that they are going to hear a customer service agent dealing with a difficult situation with varying degrees of success.   
Pre-teach any difficult vocabulary, e.g. *transfers*, and check that they understand the idiomatic expression *waste of space*. Then play the recording for students to answer the questions individually before whole class feedback.

**1** He observes the first three *dos*. He does not observe number 4: he does attempt to find a solution for the stranded passengers but his manner is not reassuring.

**2** The agent uses five expressions:

I’m sorry. I fully understand how feel.

I can understand why you’re feeling frustrated.

I hear what you’re saying.

I’m very sorry for the inconvenience.

I’m doing my best to help you.

**3** The passengers are still annoyed despite his efforts because he does not use reassuring language.

**4** He shouldn’t have said *I can’t tell you that*, *I can’t say that* or *I can’t* without following it up as this creates a negative impression.

Audio script Track 5.3, Exercise 6,   
page 121

**S = Supervisor, A = Customer service Agent, P1 = Passenger 1, P2 = Passenger 2, P3 = Passenger 3**

**S** I’m afraid you’ll have to tell the passengers waiting at Gate 24 that the flight to Frankfurt has been cancelled. There are no flights until tomorrow morning. Sorry.

**A** Another cancellation! But these guys have been waiting here since about ten o’clock this morning and it’s now half past   
four – this has got to be the worst day I’ve ever had here! OK, thank you, I’ll break the news. Can I have your attention, please? I’d like to inform all passengers to Frankfurt that, due to a cancellation, there are unfortunately now no more seats available until tomorrow morning.

**P1** We’ve been waiting here all day. What I want to know is whether you’ll be refunding the transfers at the other end.

**A** I can’t tell you that.

**P1** And the hotel?

**A** I can’t say that.

**P2** Why can’t you?

**A** I’m sorry. I fully understand how you feel.

**P2** No, you don’t understand at all!

**A** I can understand why you’re feeling frustrated but I’m afraid I don’t have that information.

**P2** Well, get it!

**A** We don’t have that information.

**P2** What do you mean? Someone must   
have it!

**A** I’m very sorry, I hear what you’re saying but I’m not at the present time able to help you. There’s a complaints procedure in place and what we recommend ...

**P3** Listen, mate, that is just not acceptable! You’re a waste of space!

**A** Sorry, sir, I think you should calm down now. Could you just tone down your language, please?

**P3** Are you going to get me to Frankfurt this evening?

**A** I can’t.

**P3** Why not?

**A** I’m very sorry for the inconvenience but there are no more seats.

**P3** Why not?

**A** There are no more seats.

**P3** Why not? I want an answer!

**A** I have no control over the situation. I’m just passing on information. But I’ll tell you what I can do. I can put you on a flight to Munich this evening. There are still seats on the Munich flight leaving at 21.25.

**P1** That’s no good to me! Are you telling me that you can get us to Munich but it’s impossible to get us to Frankfurt 250 miles away? It’s the same country, isn’t it? Or have they got a totally different climate down south?

**A** I’m very sorry, sir. I’m doing my best to help you but that’s all I can do for you at this moment in time.

Extra Activity

If students find the listening task difficult, write the following comprehension questions on the board for them to do before doing Exercise 7.

**1** What is the problem with the flight to Frankfurt?

**2** How long have the passengers been waiting at Gate 24? Why?

**3** What two things does Passenger 1 want?

**4** What does the agent suggest the passengers do?

**5** What does the agent eventually offer the passengers?

**Answers**

**1** It has been cancelled.

**2** six and a half hours because an earlier fight was also cancelled

**3** a refund on airline transfers in Frankfurt which he will now miss, and hotel accommodation

**4** fill in a complaints form

**5** a flight to Munich leaving the same evening

Speaking

Calming passengers down

Exercise 7, page 45

Remind students that the customer service agent did not handle the situation in Exercise 6 very successfully. What did he do wrong? (He started off well but did not cope when the passengers became frustrated and angry.) Divide students into groups of four if possible. Refer them to the extracts from the audio script and ask them to rewrite them to achieve a better outcome, bearing in mind that the flight has been cancelled, so passengers will not be flying to Frankfurt tonight.

Alternatively, if you have a small class, divide students into two groups and allocate each group one of the extracts. They then act out their rewritten dialogue to the rest of the class.

If your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, remind them that they must be familiar with specialized business language, e.g. making announcements and dealing with passengers.

Students’ own answers.

Exercise 8, page 45

Tell students that they are now going to hear different versions of the exchanges they heard in Exercise 7. They should listen and note any changes, paying attention to tone of voice, as well as the words spoken by the agent and passengers. Which of the skills in the Professional skills box does the agent use?

The clerk is reassuring, modifies his language and promises to help the passengers. He uses the following skills:

First extract: 4 (That’s no problem, everything will be taken care of; there’s no need to worry)

Second extract: 1 (I fully understand how you feel); 2 (I’m afraid it doesn’t look as if that’s going to be possible); 3 (unfortunately, I’ve been told that there are no more seats)

Audio script Track 5.4, Exercise 8,   
pages 121–122

**A = Customer service Agent,   
P1 = Passenger 1, P2 = Passenger 2,   
P3 = Passenger 3**

**P1** We’ve been waiting here all day. What I want to know is whether you’ll be refunding the transfers at the other end.

**A** There’s no problem, everything will be taken care of and we will give you a form to fill in so that you will be reimbursed.

**P1** And the hotel?

**A** Yes, you’ll also be able to claim for the hotel room.

**P2** From you or the hotel?

**A** It’s OK, there’s no need to worry. The airline will meet all your extra expenses.

**P3** Are you going to get me to Frankfurt   
this evening?

**A** I fully understand how you feel but I’m afraid it doesn’t look as if that’s going to be possible.

**P3** Why not?

**A** I’m very sorry for the inconvenience but there are no more seats.

**P3** Why not?

**A** Well, unfortunately, I’ve been told that there are no more seats. So, I’m afraid it’s not going to be possible.

**P3** Why not? I want an answer!

**A** I hear what you’re saying but, honestly, I have no control over the situation. I’m just passing on information. But I’ll tell you what I can do ...

Exercise 9, page 45

Tell students that they are going to roleplay two situations where an airline supervisor has to deal with an angry passenger. Put students in pairs and ask them to decide who is A and who is B (or decide for them). There are two situations and both students will have a turn at making and dealing with the complaint. They should check any difficult vocabulary on their role cards, e.g. *bumped up*, *reimbursement* (Student A), *shuttle*, *offloaded* (Student B) in a dictionary. Monitor conversations during the activity, making notes of good language use and other points to mention during feedback. Round up by finding out how successfully the complaints were handled. Were the passengers satisfied with the outcome?

See Pairwork files 6 and 22 on pages 103 and 108.

RESEARCH

Go through the task with the class. Students could interview members of their family or other classes if you are teaching in a large school. If they are doing internet research, suggest that they enter the search terms *airport staff difficult situations*. This will bring up examples of situations airport or airline staff have had to deal with. Students should come to the next lesson ready to discuss these.

Homework suggestions

• Students write a couple of sentences for each of the dos and don’ts in the Professional skills box. For the don’ts, ask how they would feel if someone official spoke to them in this way.

• Students do an internet search for examples of the difficult situations from the perspective of the passengers. Suggest that they enter the search terms *airport passenger difficult situations*. This will bring up travel blogs with passengers relating their own experiences of difficult situations and how the airport or airline dealt with them. They may need to read between the lines; are passengers always objective about the cause of a difficult situation? Students should come to the next lesson with a list of situations to discuss with the rest of the class.

Photocopiable notes 5.2 (page 143)

What would you do/say? (Card activity, page 146)

CAse study

develop airport infrastructure

CASE STUDY MENU

Refer students to the lesson’s aims and objectives. Focus their attention on the photo and ask what they think the term *infrastructure* means in the context of an airport (the systems the airport needs in order to function and how they relate to each other: airport facilities and services, such as air traffic control and passenger handling – see list in Exercise 2).

Claybourne Airport

Exercise 1, page 46

Before students read the extract, ask what they think *a victim of its own success* means (so successful that the success itself creates problems) and what this might mean when talking about an airport. Pre-teach any difficult vocabulary, e.g. *consortium*, *absorption*, *short-haul*, *in conjunction with*. Students read the article about Claybourne Airport. They then answer the questions individually before whole class feedback.

**1** RedBird airlines and BeeLines

**2** Low-cost carriers quickly increased passenger numbers.

**3** There is congestion both landside and airside because of increased traffic.

Development issues

Exercise 2, page 46

Tell students that they are going to hear a conversation between four people discussing the problems at Claybourne Airport. Two of them represent the Regional Airport Authority and the other two represent one of the airlines using the airport. Pre-teach any difficult vocabulary, e.g. *turnaround*, *ID verification*, and check that students understand the idiomatic expression *walk the line*. Then play the recording for them to put the topics in order. In feedback, ask who starts the conversation about each of the topics.

**1** b (RAA1) **2** d (RAA2) **3** e (RAA2) **4** c (BL1) **5** f (BL2) **6** a (BL2)

Exercise 3, page 46

Play the recording again and this time ask students to note down the points made about each topic, then check answers in pairs before whole class feedback. Ask them to justify their answers by quoting from what each person says if they can; refer them to the audio script on page 122 if necessary.

air traffic control: safety and security problem with incoming aircraft having to circle overhead while waiting to land; planes could easily run out of fuel if they have to wait too long

capacity: with increased capacity, airport could boost revenue through more scheduled slots and landing fees

passenger handling: long lines (BrE: queues) and frustrated passengers; not yet possible to install self-service check-in kiosks because of a potential security problem

personnel: if there more staff, the lines could be reduced with staff identifying people whose flights are due to depart

transport: too few parking spaces

facilities: not enough seats in the lounges; if the airport had more retail space, it could increase revenue by renting it out to stores

Audio script Track 5.5, Exercises 2 and 3, page 122

**RAA1 = Regional Airport Authority Representative 1, RAA2 = Regional Airport Authority Representative 2, BL1 = BeeLines Representative 1, BL2 = Beelines Representative 2**

**RAA1** Well, I think there are serious safety and security issues. Probably the most important at the moment is congestion and delays, so we have a problem with incoming aircraft having to circle overhead and wait in sequence before they can land. That’s dangerous as planes could easily run out of fuel if they have to wait too long.

**RAA2** Yes, and the runway is only 1,670 metres and the taxiway is too short. We need to increase capacity and attract more frequent flights, shorter turnaround times and more passengers. Then we’d be able to boost revenue through more scheduled slots and landing fees.

**RAA1** That’s all very well and we need more capital because otherwise we can’t meet infrastructure costs. But the airport simply can’t handle the number of passengers that we have at the present time. The long lines at check-in are unmanageable and it takes far too long to get through security. We get a lot of angry people and a lot of abuse both on and off the planes.

**RAA2** What about self-service check-in kiosks? Wouldn’t they speed things up?

**BL1** We were planning to install these but, apparently, there’s some kind of objection because they help criminals get onto flights without any kind of ID verification.

**RAA1** Don’t you have personnel walking the line and pulling out people who need to check in for flights leaving soon?

**BL1** I wish we did but we have staffing problems too. Sometimes there just aren’t enough people to go round. They can’t be in two places at the same time.

**RAA2** What other problems come to mind?

**BL2** Parking. There are too few spaces and too many cars.

**BL1** Traffic. People miss their flights because there isn’t a fast rail link to the airport and buses and private cars get stuck in traffic.

**BL2** Facilities. There aren’t enough seats in the lounges; we don’t make any attempt to maximize revenue through the rental of more retail outlets in the terminal because there isn’t enough space.

**RAA1** OK, that’s enough for the moment. I suggest we go away and think more about the issues and how we can develop this airport. Then come back in a week’s time and hold another meeting. Are we all agreed? OK. If you can get your ideas to me between now and then, I’ll circulate an agenda before we meet.

TASK

Exercise 4, page 47

Divide students into groups of three or four and tell them that they are going to hold a meeting to discuss the problems at Claybourne Airport. Group A’s information is on page 47; Group B’s is on page 104. Allow students time to read their information; each group has several pieces of information, so they could decide to read one piece of information each and summarize it to others in their group before beginning the meeting. They should check any difficult vocabulary on their role cards, e.g. *communiqué*, *aviation*, *curfew* (Group A), *prohibited*, *alleged* (Group B) in a dictionary.

See Pairwork file 9 on page 104.

Exercise 5, page 47

Groups A and B now come together to hold the meeting following the agenda given. They should appoint a chairperson and a secretary to take minutes. Remind them that they should aim to reach agreement on each point on the agenda but if they fail to reach agreement on any of the points, this should also be recorded in the minutes.

If you have a large class, divide the class into several small groups so that there are several meetings going on simultaneously. Monitor conversations during the activity, making notes of good language use and other points to mention during feedback. Round up by finding out the decisions reached by each group. Were there   
any differences?

Minutes of the meeting

Exercise 6, page 47

Once students have completed the meeting, ask them to write the minutes of the meeting using the notes taken by the group secretary and following the model in the Writing bank on page 97. If time is short, you could ask each student to write the minutes of one point on the agenda and then combine them. Remind them to use reporting verbs and refer them to the Grammar reference on page 112 if necessary.

possible outcome

Discussion of the problems at Claybourne Airport should follow the agenda and incorporate the issues in Exercise 2 and the information exchanged between Groups A   
and B.

**1** Check-in procedures: It would be unwise to abandon e-ticketing as this would only increase delays at check-in and passenger frustration. It should be possible to install   
self-service kiosks and also check ID at security.

**2** Airport expansion: The airport is an important factor in the economic activity of the region and the transport authority should finance better road and rail links to and from the airport to alleviate congestion. Expansion is welcome in terms of employment, especially as the area suffers from high unemployment. This point should be made to Arthur Scarman of the TGWU as there is a ready source of willing employees to replace any staff who withdraw their labour.

The Plane Absurd movement may or may not be a short-term inconvenience but the airport should take measures to reduce the inconvenience to local residents by, for example, studying different flight paths and making sure that, when circling overhead, aircraft should do so at altitude.

**3** Human resources: As stated above, there is no problem recruiting staff who are willing to work under new, more flexible conditions. In addition, as the CEO wishes to keep payroll costs down by not replacing staff, it will become more important for personnel to multitask. Management will probably accept some short-term disruption through strike action in the expectation of long-term gains.

**4** Safety and security: Air traffic control cannot allow planes to land quickly because the runway and taxiway are inadequate for the number of aircraft. This represents a real danger to passengers in the air and creates delays on the ground. Therefore, the airport needs to invest in a second runway and reduce turnaround times.

**5** Revenue stream: The fees paid by BeeLines need to be renegotiated as they are too low.   
A bigger airport and a second runway would mean more passengers and therefore, greater profits. An expanded airport would also increase non-aeronautical revenue (e.g. rented retail space) and help the airport to attract financing for its infrastructure projects (the second runway, an improved terminal and car parking).

UNIT 5: KEY WORDS

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed. Suggest that students use the   
DVD-ROM Mini-dictionary for further self-study.

Homework suggestions

• Students write a sentence of their own using each of the key words given at the end of   
the lesson.

• Refer students to the email from Arthur Scarman on page 47 and ask them to write a reply from a representative of Claybourne Airport Management following the meeting. They should bear in mind that the minutes of the meeting are confidential and decide how much to tell Mr Scarman. (100–125 words)

• Refer students back to the email from Judith Coleman on page 104 and ask them to write a reply from Nigel Foreman following the meeting. They should bear in mind that the minutes of the meeting are confidential but this is an internal email and they can decide what to tell Mr Foreman in reply to the issue he raises in his email. (100–125 words)