

# Activity 1

Teacher provides copies of a pre-flight checklist that is ordinarily used by pilots of the Bell 407. Students work in pairs to write the checklist as a list of instructions using full grammar and sequencing prepositions. Each pair writes one step on the board and finally the whole class discusses any corrections required.

Synthetic Syllabus

Analytic Syllabus

Negotiated Syllabus

Focus on Form

Focus on Forms

Task Based Language Teaching

# Activity 2

The teacher writes a simplified newspaper report about miscommunications in aviation. The report identifies four different areas of miscommunication as well as several recommendations for how to avoid them. Students then complete a worksheet related to the newspaper report.

Synthetic Syllabus

Analytic Syllabus

Negotiated Syllabus

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Task Based Language Teaching

# Activity 3

Teacher plays a real ATC recording of an Emirates 777 pilot interacting with the Tower at LA airport. The students need to identify the key elements of the communication: there is an engine fire, the aircraft shuts down on the taxiway, and emergency services put out the fire but identify a fuel leak.

Synthetic Syllabus

Analytic Syllabus

Negotiated Syllabus

Focus on Form

Focus on Forms

Task Based Language Teaching

# Activity 4

The teacher has two of her colleagues perform a dialogue between an ATCO and a pilot who requires instructions for taxiing from one part of an airport to another. The students are provided with an incomplete transcript of the interaction. They listen to the recording and complete the transcript. They then trace the route that the aircraft takes on a map of the airport.

Synthetic Syllabus

Analytic Syllabus

Negotiated Syllabus

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Task Based Language Teaching

# Activity 5

Teacher provides copies of the Bell 206 flight manual. The students discuss the explanatory notes about modals on the page before the table of contents. The students then find examples of each type of modal used in the flight manual and explain the meaning of each sentence to the class as a whole.

Synthetic Syllabus

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Task Based Language Teaching

# Activity 6

Students are provided with a list of verbs commonly performed by an aircraft. The students categorize each word according to whether there is “no movement”, “slow movement” or “fast movement.”

Synthetic Syllabus

Analytic Syllabus

Negotiated Syllabus

Focus on Form

Focus on Forms

Task Based Language Teaching

<h1>Activity 7</h1>	Synthetic Syllabus	Analytic Syllabus	Negotiated Syllabus	Focus on Form	Focus on Forms	Task Based Language Teaching
<p>Each student is given a copy of a METAR. They each take turns reporting the information with full grammar. Other students take notes and identify any errors that they notice. Each student comes to the front of the class to write their corrections on the board. The corrections are discussed as a class.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<h1>Activity 8</h1>	Synthetic Syllabus	Analytic Syllabus	Negotiated Syllabus	Focus on Form	Focus on Forms	Task Based Language Teaching
<p>Student A and Student B are provided with maps of a hypothetical airport. Student A must give instructions to student B to move from one part of the airport to another. Student B must use standard phraseology to confirm and clarify instructions. The activity is repeated with roles reversed.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<h1>Activity 9</h1>	Synthetic Syllabus	Analytic Syllabus	Negotiated Syllabus	Focus on Form	Focus on Forms	Task Based Language Teaching
<p>The teacher provides a real job description for a 777 pilot position in South Korea. Students are also given the bio of several potential pilots who would like to apply for the position. The students must check to see if each pilot has the appropriate experience, commitment, age, number of hours in type for the advertised position.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<h1>Activity 10</h1>	Synthetic Syllabus	Analytic Syllabus	Negotiated Syllabus	Focus on Form	Focus on Forms	Task Based Language Teaching
<p>Students are provided with common questions used in cockpit communication. The questions are cut up and placed in an envelope. In pairs, the students race to put the questions into correct order.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<h1>Activity 11</h1>	Synthetic Syllabus	Analytic Syllabus	Negotiated Syllabus	Focus on Form	Focus on Forms	Task Based Language Teaching
<p>Students watch a video from the cockpit of a Lynx helicopter landing on a ship in rough seas. Working in pairs, they take notes about how they would describe the actions that the pilot takes. The video is repeated several times to give the students time to produce enough language. They then take turns to present to the class – providing a running commentary as the video is played.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<h1>Activity 12</h1>	Synthetic Syllabus	Analytic Syllabus	Negotiated Syllabus	Focus on Form	Focus on Forms	Task Based Language Teaching
<p>Students are presented with a list of vocabulary. Each vocabulary item is scrambled. Students must unscramble each word and then find them in a word search. Students then complete a crossword using the vocabulary words and their associated definitions.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Activity 13

Students are presented with the cloud identification section of an online Ground School lesson. The students take notes on the names and characteristics of different types of clouds. Students are put into small groups. Laminated pictures of each type of cloud are provided to each group and the students must label them correctly on a worksheet.

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Task Based Language Teaching

# Activity 14

Students are given a list of Acronyms. In pairs they must decide what the full version of each acronym is. Students are provided with a printed list that they complete as a class and can be used for future reference.

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Task Based Language Teaching

# Activity 15

Students work in pairs as they do a pre-flight inspection of a mock up of a Piper light aircraft. The teacher grades their interactions according to a rubric. Crucially, a simulated oil leak has been included in the mock up. Students are marked pass/fail according to whether they notice it and take appropriate action.

Synthetic Syllabus

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Task Based Language Teaching

# Activity 16

Student A is provided with a hypothetical map. Student A must describe his/her position to Student B (acting the part of ATC) who will direct Student A to the nearest airstrip using references from the map.

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Task Based Language Teaching

# Activity 17

Teacher provides copies of a Garmin Avionics manual to the students. The class has been working on the manual for 2 months. The teacher puts the students into small groups to have them discuss which of the chapters would be most useful to review over the coming week.

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Task Based Language Teaching

# Activity 18

The teacher writes a worksheet on the basis of a hypothetical conversation between Captain Sullenberger and a journalist. Each of the journalist's past tense questions must be written by the students. Two or three key words are provided in each case.

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Task Based Language Teaching

# Activity 19

The students watch a video of a previous class's presentations on various aviation subjects. The students identify the different stages of each presentation and make suggestions for improvement. They are then invited to choose from a list of subjects, which they would like to make a presentation on themselves.

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Task Based Language Teaching

# Activity 20

The teacher reads an article about datalink communications. She decides the material is relevant and interesting to the students but it must be re-written to accommodate the level of the language to her students. She also develops a worksheet based upon the text.

Synthetic Syllabus

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Task Based Language Teaching

# Activity 21

Student A and student B are provided with similar illustrations of operations on an Apron. There are key differences in each illustration. A "line of sight" divider separates the students. They take turns describing their picture to their partner and identifying the differences between each picture.

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Task Based Language Teaching

# Activity 22

The students are provided with a list of common phrases used in cockpit communication. The first word of each is blanked out. Students make educated guesses about each missing word. They then listen to an audio recording of the completed list and check their answers.

Synthetic Syllabus

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Task Based Language Teaching

# Activity 23

The teacher writes several aviation accident reports based upon information sourced from the Internet. Students read each report and working in groups decide what were the contributing factors to each accident.

Synthetic Syllabus

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Task Based Language Teaching

# Activity 24

The teacher provides a transcript of an actual interaction between an instructor and his student. The students discuss the interaction, identifying any key words, noun phrases or grammar that they are unclear on. Students write the language on the board and discuss it as a class.

Synthetic Syllabus

Analytic Syllabus

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Task Based Language Teaching



<h1>Activity 25</h1>	Synthetic Syllabus	Analytic Syllabus	Negotiated Syllabus	Focus on Form	Focus on Forms	Task Based Language Teaching
<p>The teacher writes a text about different types of cockpit instrumentation. The text is turned into a Gap Fill exercise with certain key words blanked out. The students must complete the text by choosing the words from a word bank. The students then read a list of sentences about the text. They must decide whether each sentence is true or false based upon the information in the text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<h1>Activity 26</h1>	Synthetic Syllabus	Analytic Syllabus	Negotiated Syllabus	Focus on Form	Focus on Forms	Task Based Language Teaching
<p>A currently employed ATCO is invited to the classroom to assist the students to role play the interactions required to enter a flight circuit and land/shutdown their aircraft. The teacher grades the students' performance according to a rubric.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<h1>Activity 27</h1>	Synthetic Syllabus	Analytic Syllabus	Negotiated Syllabus	Focus on Form	Focus on Forms	Task Based Language Teaching
<p>Students are provided two sets of flashcards, one set has common words/phrases from ICAO Doc9432 and the other set has the meaning of these words/phrases. Students must match the words/phrases with their meanings. In pairs, they then play a game of "memory" using the cards.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Activity 28

Teacher provides a copy of the magazine "Rotor and Wing." The students read an article about UAVs and complete a worksheet to demonstrate their reading comprehension.

Synthetic Syllabus

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Task Based Language Teaching

# Activity 29

Students watch a video recording of a pre-flight briefing. In pairs, the students work out the key points of the briefing and take notes to refer to. They then take turns to present their findings to the class. The class discusses and agrees on the main points and from this create a set of rules that include necessary elements of a successful briefing.

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Task Based Language Teaching

# Activity 30

The teacher provides a copy of an actual maintenance logbook, which includes a note from a previous crew about a vibration when flaps were extended to 5 degrees – but not when extended to 15 degrees. Students discuss potential reasons for the problem and what the correct course of action should be.

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