



Air Traffic Controller Profiles – Teachers' Lesson Plan

Task: Internet-based reading and speaking activity

Time: 1 hour 30 mins

Web-based reading

1 Introduction and setting up (10 minutes).

This can be done in the computer room or the classroom. Tell the students that they are going to read the profiles of some Air Traffic Controllers working in the United States.

Assign each student one of the controller profiles to read. At the time of writing there are nine available profiles: Kevin DeBenedittis, Ann Harris, Steve Kelley, Rich Ulmes, Barbara Walton, Leslie Warfield, Randy Weiland, Dale Wright, Greg Wyse. With groups of more than nine students it will be necessary to assign more than one student to each controller. The url is <http://www.natca.org/about/controllerprofilesmain.msp>.

2 Web-based reading (25 minutes).

Refer to Worksheet 1. Give each student a worksheet and explain that as they read about their controller they should make brief notes in the table provided. The students work alone at a computer to read their profiles and make notes in the appropriate spaces on the worksheet. Monitor and help with task-focus, vocabulary and technical issues. Note language points (vocabulary and grammar points, etc) for later discussion in class.

3 Information swap (25 minutes).

When the students have completed their reading, ask them to find a partner who has read about a different ATC. Next, the students work in pairs to ask and tell each other about the ATC they read about. Allow students to stay by the computers during this stage as they may want to refer to the web pages they've read.

Speaking

1 Pronunciation (15 minutes).

Refer to Worksheet 2. This exercise needs to be done as a whole class activity. The worksheet can be projected onto an Interactive Whiteboard, PC projector or OHP. Show the class the first question and elicit the pronunciation, paying particular attention to sentence stress, weak forms and intonation. Drill the questions as a group and individually. Ask the students to write down what they hear. Ask them to mark the stressed words and weak forms.

2 Speaking (20 minutes).

Put the students in pairs and ask them to interview each other using the questions. Monitor and help with pronunciation, vocabulary, grammar, etc.

Writing

This can be set as a homework assignment, or done in class. Ask the students to write a profile of themselves using the questions and the web page as a model.



Aviation

ENGLISH



Worksheet 1

Internet reading exercise

Go to the following web address and make notes about the Air Traffic Controller that your teacher has assigned to you.

<http://www.natca.org/about/controllerprofilesmain.msp>

	Your ATC	Your partner's ATC
Name		
Years of experience		
Place of work		
Reasons for becoming an ATC		
How she/he became an ATC		
A typical day		
The best part of their job		
The worst part of their job		
What's unique about their facility		
Why they prefer working there		
Three important characteristics an ATC needs		
The most challenging situation they've had to handle		
Where they see themselves in the future		



Worksheet 2. Pronunciation and speaking.

1. Interview your partner using the questions below.

1. /wɒ meɪdʒə dɪsaɪ tə bɪkʌm ən eə træfɪk kəntərəʊlə/?

2. /haʊ dɪdʒə bɪkʌm ən eə træfɪk kəntərəʊlə/?

3. /dɪskraɪb ə tɪpɪkl deɪ/

4. /wɒts ðə best pa:tən jə dʒɒb/?

5. /wɒts ðə wɜ:st pa:tən jə dʒɒb/?

6. /wɒts ju:nɪ:k əbaʊ ðə fəsɪləti weə ju: wɜ:k/?

7. /waɪ djə prɪfɜ: wɜ:kɪŋ ɪn jɔ: taɪp əv fəsɪləti (taʊə treɪkən ə sentə)/?

8. /wɒtə ðə θri: ɪmpɔ:tənt kærəktərɪstɪks ðæt u: bəlɪ:v ə kəntərəʊlə nɪ:dʒ/?

9. /wɒts ðəməʊst tʃæləndʒɪŋ sɪtʃu:reɪʃn ju:v evə hæd tə hændl/?

10. /weə djə gəʊ frəm hɪə weə djə sɪ: jəsɛlf ɪn ðə fju:tʃə/?

2. Writing. Use the questions to write a profile of yourself.