English for **Cabin Crew**

EXPRESS SERIES

Teaching Notes

About the notes

The Teaching Notes for English for Cabin Crew are designed to give additional help to teachers in an unfamiliar field. There are notes for each unit of English for Cabin Crew. The notes are divided into three sections:

Background

This section contains a real life account that illustrates an important point related to the topic of the unit. This is followed by extra information about the more complicated issues in the unit.

Jargon Buster

This section gives definitions of words or abbreviations from the field that might be difficult to understand for the non-professional.

Activity Assistant

Most of the activities in English for Cabin Crew have answers in the back of the book. This section gives possible answers for some of the more open-ended activities so that the teacher can give suggestions if the discussions are not flowing freely. This section also gives ideas on how to organize these activities.

1 Introduction to cabin crew

Background

The world of flight attendants has changed significantly since the beginning of commercial air travel. The first airliners were actually mail planes with a few extra spaces for passengers. The only crew were the pilots. Eventually, some early airlines added 'cabin boys' to their flights. These crew members, who were usually young men, were mainly on board to load luggage, reassure nervous passengers, and help people get around the plane. Imperial Airways of the United Kingdom had 'cabin boys' or 'stewards' in the 1920s. In the USA, Stout Airways was the first to employ stewards in 1926. Western Airlines (1928) and Pan American World Airways (1929) were the first US carriers to employ stewards to serve food. The first female flight attendant was 25-year-old registered nurse, Ellen Church, hired by Boeing in 1930.

Until relatively recently, airline stewardesses were subject to strict regulations. They were not allowed to be married and most airlines had certain constraints on their height, weight, and proportions. Their clothing was similarly restrictive: at many airlines, stewardesses wore form-fitting uniforms and were required to wear white gloves and high heels throughout the flight. While it was a perfectly respectable occupation for young women, early stewardesses were generally underpaid, had minimal benefits, and were in a subservient role to pilots.

During the 1960s, '70s, and '80s, flight-attendant unions, as well as representatives from the equal rights movement, brought about sweeping changes in the airline industry that addressed these problems. Since the 1970s, the policy of the major airlines has been to hire both men and women as flight attendants and to have minimal restrictions on size and weight. Flight attendants now share many of the same benefits as pilots, and airlines recognize them as a crucial component of the air-travel industry.

Flight attendants on board a flight collectively form a *cabin crew*, as distinguished from pilots and engineers in the cockpit, who form the *flight crew*. The role of a flight attendant ultimately derives from that of similar positions on passenger ships or passenger trains, but it has more direct involvement with passengers because of the confined quarters and often shorter travel times on aircraft. Additionally, the job of a flight attendant revolves around safety to a much greater extent than those of similar staff on other forms of transport.

There have been many changes in training over the years, in response to certain incidents. One of the most significant was the introduction of Crew Resource Management (CRM). The training is based on work at NASA in 1979, which found that the main cause of many aviation accidents is human error. In several tragic incidents it was found that the aircraft were mechanically sound; the pilots and their crews technically competent. However, the systems and procedures in place simply did not catch fatal mistakes in time. In short, the systems were flawed. CRM focuses on interpersonal communication, leadership, and decision making in the cockpit. CRM training encompasses a wide range of knowledge, skills, and attitudes including communication, situational awareness, problem solving, decision making, and teamwork to improve air safety.

The actions of flight attendants in emergencies have long been credited with saving lives. In the United States, the National Transportation Safety Board (NTSB) and other aviation authorities view flight attendants as essential for passenger safety. Studies have concluded that assertive cabin crew are essential for the rapid evacuation of aircraft.

An incident worth noting with regard to changes in training occurred in 1978 when a United Airlines 173 flight experienced a problem with its landing gear light. The NTSB found that the crash was caused by the captain's failure to accept input from junior crew members and a lack of assertiveness by the flight engineer. As a consequence of the Tenerife disaster (where two jets collided on a runway in 1977), there were sweeping changes made to international airline regulations and to aircraft. Aviation authorities around the world introduced requirements for standard phrases and a greater emphasis on English as a common working language.

Other notable incidents which have brought about changes in training include the British Airtours flight 28M runway disaster of 1985, an Air Ontario F28 crash in 1989, the Kegworth air disaster in the same year, the Gulf Air crash of 2000, and the Flash Airlines crash of 2004.

Jargon Buster

Job titles

The titles used vary from airline to airline and the amount of crew on board depends on the size of the aircraft.

Chief purser

The Chief purser (CP), In-flight service manager (ISM), Cabin service manager/director (CSM/CSD), Senior cabin crew member (SCCM) – the title associated with this crew member differs from airline to airline. These crew members are mainly found on larger aircraft types and are in charge of running the cabin – in other words they ensure the service delivery over the whole aircraft. They have no serving duties and are responsible for resolving any problems as and when they occur. They decide who works in which position and will make any changes accordingly. They report when the cabin is secure for take-off and landing, deliver on-board announcements, and report any broken or missing emergency equipment to the pilots after the pre-flight check. They generally operate the doors during routine flights, hold the manifest, and account for all money and required paperwork for each flight.

Purser

On some flights the Purser is the person who is actually in charge of any particular cabin area (first class, business class, etc.). The purser has been described as the 'Head Flight Attendant' and usually takes care of the premium cabin, ensures paperwork is complete, operates the in-flight entertainment equipment, and does other administrative tasks. The purser will, on board larger aircraft with multiple flight attendants, assist the Chief purser and have similar roles and responsibilities. Pursers are typically flight attendants who have been with an airline for several years prior to further training to become a purser, and normally earn a higher salary than flight attendants, because of the added responsibility.

On some airlines, under (or instead of) the purser, there may be other levels of cabin crew, such as Assistant purser (AP) and Senior flight attendant (SFA)/Senior crew member (SCM). Some airlines have two grades of general flight crew. Grade Ones work in First Class and the lower grades in the other cabins.

aft This describes the direction of movement within an aircraft: towards the tail. It may also describe the back/tail location or a region within an aircraft cabin, e.g. *aft lavatory*.

starboard This refers to the right hand side of the aircraft.

port This refers to the left hand side of the aircraft.

manifest A document listing the passengers or cargo on an aircraft. It also lists first class passengers, passengers with special needs or dietary requirements, and gate connections.

Common abbreviations

IFE in-flight entertainment

L/H long-haul

SM or SPML special meal

PFUG pre-flight upgrade

CCOM Cabin Crew Operations Manual

ICCA International Cabin Crew Association

Activity Assistant

11 These are some personal qualities in no particular order that students may want to consider with reference to their own traits and abilities.

Personality

ability to work as a team

good personal organization

good planning skills

desire to treat everyone equally

ability to work under pressure

being alert, noticing things

flexibility

patience

professionalism

quick reactions

Physical qualities

good co-ordination

excellent health

stamina

height

physical strength

clarity of speech

good vision and hearing

personal hygiene

a good memory

2 Pre-flight

Background

After cabin crew log their arrival time at the operations office, they fill in necessary documentation such as customs, immigration, and log timing sheets. They then meet the Flight supervisor (Purser, Chief cabin crew member), captain, and other members of their crew.

Before a plane is ready to be boarded, checks need to be carried out and meetings held between flight crew and cabin crew, and then between the Chief cabin crew member and cabin crew. There may also be other briefings during the flight, before each period of duty and also during emergencies. In most countries, these meetings are compulsory and are required under national aviation authority regulations.

The aim is to make sure there is a common understanding between all crew members. Teamwork, good communication, and planning are emphasized. Many cabin crew and flight crew have to work closely with colleagues they may not have met before for extended periods and it is important to quickly establish synergy. A briefing usually aims to encourage interactive communication between all crew members and includes questions from crew members and an exchange of information. There is an emphasis on the principles of Crew Resource Management (CRM) to ensure that the crew works as an effective team. Briefings are held in a designated room or aboard the aircraft and the time they last depends on the number of the crew and the specifics of the aircraft.

The flight crew to cabin crew pre-flight briefing will usually include the en-route weather, the estimated flight time, information on any unusual situations, cockpit entry procedure, emergency and communication procedures, and anything that the flight crew or the cabin crews need to discuss related to the flight, (e.g. special cargo, flight crew meals, etc.).

After this the Purser will lead the cabin crew briefing. The briefing is addressed to all cabin crew members and will highlight any specifics of the particular flight. It may start with introductions, especially if the crew do not know each other. It will then include details of the particular flight (the flight number, destination(s), departure time, estimated time of arrival, aircraft registration, etc.). It will also include any special information, such as number of passengers and any special requirements for passengers or maintenance issues that may affect the flight. The Purser will define responsibilities for the flight and will often ask safety related questions to ensure that each crew member is aware of what is expected in specific situations in their designated position on-board the aircraft. There will also be a review of the operating procedures to ensure that the cabin crew understands the importance of carrying out their duties in accordance with the Operator's Standard Operating Procedures (SOPs) and emergency procedures. It is part of the briefing to provide the cabin crew members with the chance to ask questions to clarify any details.

When the cabin crew members board the aircraft they go to their assigned stations. After stowing away their baggage, they perform an emergency equipment check at their crew station. The cabin crew is responsible for checking the emergency equipment at their station, in lavatories, in overhead bins, in cupboards, and under seats. It is the cabin crew's responsibility to write all discrepancies on the Emergency Equipment Checklist. The assigned cabin crew member then ensures that all catering items, food, dry goods, bars, and duty-free are on-board and are stowed in their appropriate places before passengers arrive. The cabin crew member responsible for the galleys counts passenger meals and crew meals,

and advises the Senior cabin crew member. The cabin crew is responsible for ensuring the cabin is safe for take-off. Security checks will also be done under seats, in seat pockets, in overhead bins and compartments, in magazine racks and in the crew seat area. This will also be carried out in waste bins, galley lockers and in the trolleys, as well as all areas of the toilets. Any suspicious items are reported to the Senior cabin crew member.

Jargon Buster

PSU Passenger Service Unit. This is situated above each seat row in the overhead panel above the passenger seats in the cabin. A PSU contains reading lights, loudspeakers, illuminated signs, and automatically deployed oxygen masks and also louvres providing conditioned air.

comfort kits This is given (often in the form of a pouch) to long-haul passengers on most airlines. It usually contains cabin socks, earphones, earplugs, and an eye mask. They may also contain an inflatable pillow and a toothbrush and paste. The contents vary from airline to airline and are more elaborate in business and first class.

headwind A wind blowing directly against the course of an aircraft (or any vehicle).

door names Doors on an aircraft are given specific names in order to make communication more efficient between cabin crew members. They are referred to with a number followed by R (right) or L (left), e.g. 3L, 2R. Doors are numbered from front to back and some of the doors will be designated emergency exits.

CRM A procedure and training system originating from NASA workshop in 1979, which found that the primary cause of most aviation accidents was human error. It emphasizes interpersonal communication, leadership, and decision making.

Activity Assistant

20 While monitoring this activity, encourage students to use some of the following sentences and phrases. Some students may wish to experiment with the more complex ones. This could be done in several ways:

1. by putting the phrases on cards which students spread out on the desk, sorting them according to the situation.
2. by writing the phrases on the board before each situation is practised.
3. by eliciting the phrases from students with prompts from the teacher or
4. a combination of the above where the easier phrases are elicited from students and written on the board and the more complex ones handed out on cards.

Situation 1

I'm sorry. There were a few bits of information I didn't catch. What's the departure time?

Which gate does the plane leave from? How long is the flight?

I'm not sure I heard the departure time correctly? Which gate is it and how long is the flight?

Did he/she say 12.30 or 2.30?

Was that Gate Number 40 or 14?

I didn't hear that. Was that or ?

Situation 2

(*All passengers must receive a standard safety briefing. An air operator must ensure its staff provides an* ***individual*** safety briefing *when the contents of the standard safety briefing are insufficient because of a passenger's sensory, physical or comprehension limitations or if the passenger is responsible for another person*)

Can I ask you a few questions?

I need to ask you a few questions.

How old are you?

Can you tell me how old you are?

Can you read this for me?

Can I just check the times of my duties again, please?

Can we go through the times of today's duties again, please?

Would you mind going through the times of my duties today again? Thanks.

Situation 3

I'm sorry. I didn't catch that.

Could you repeat that for me, please?

I'm sorry. I didn't hear what you said.

Can I just check if you have your boarding card with you?

Do you have your boarding card with you, (sir/madam)?

Situation 4

Can I just check the times of my duties again, please?

Can we go through the times of my duties for the flight again, please?

Would you mind going through the times of my duties today again? Thanks

3 Boarding

Background

For the cabin crew, boarding is the time when direct contact with passengers begins. As the cabin crew is, in effect, the face of the aircraft, the passengers' first impressions should obviously be good and the service promised in the publicity must now begin. The primary duties here are safety and the comfort and well-being of the passengers. This is evidenced by the many checks (mentioned in the introduction to Unit 2) done on the plane before boarding.

After all checks have been carried out, the Senior cabin crew member will liaise with the pilot and the ground personnel regarding when to board the passengers. All reasonable measures are taken to ensure that no person secretes themselves or secretes cargo on board an aircraft. The cabin crew is responsible for challenging anyone who attempts to board without either a boarding pass or a valid ID card. Whilst passengers are boarding, cabin crew look out for the following:

- **Passengers with reduced mobility (PRM)** These passengers would normally board first.
- **Passengers requiring oxygen** These passengers can fly provided advance arrangements have been made.
- **Unaccompanied minors (UNMINS)**
- **Expectant mothers**
- **Intoxicated passengers**
- **Suspicious and high-risk passengers** Cabin crew must report any abnormal behaviour indicating a suspicious passenger to the pilot.
- **Nervous passengers** Cabin crew are faced with nervous passengers on a regular basis and are trained to treat them with empathy and understanding.
- **Live animals**

Boarding can be a stressful time for cabin crews, who have to deal with a number of possible problems, including lost boarding passes, passengers blocking aisles, disagreements over seating, over-sized luggage and the fact that many nervous passengers want to use the toilet before the facilities can be used. There is sometimes a delay before take-off, which can cause further tension. Cool-headedness and politeness are crucial in these situations.

Vigilance is also key at this stage of the flight and a monthly safety bulletin from The Office of the NASA Aviation Safety Reporting System contains a report of an observant flight attendant who spotted a potentially disastrous build up of ice on a B737 flight. Just prior to boarding, the flight attendant commented that she thought ice was on the wings. The pilot checked and saw there was frost on the upper surface of the entire wing. As the wings were full of super-cooled fuel that frost had formed with no visible moisture on the ground. A co-pilot explains that at no time did it occur to him or the captain to look for ice, and a comment by the flight attendant saved the day.

Another source tells the story of a flight attendant who smelled something strange in some cabin baggage, which turned out to be three cans of acetone-based paint, one of which leaked. The flight attendant secured all three cans in protective plastic bags. The smell faded and there were no reports of adverse physical effects.

Jargon Buster

brace commands These are commands given to the passengers (and other cabin crew members) by a cabin crew member when preparing for a crash. The command is “Brace! Brace!” or “Brace for impact”, meaning passengers should adopt the brace position.

brace position Different countries have varying versions of the brace position (based on their own aviation authority research).There are, however, common features. For a forward seated passenger wearing only a lap belt, common recommendations for the brace position include:

- placing the head on, or as close as possible to, the surface it is most likely to strike, for example, the bulkhead or seat in front
- having the passenger lean over to some degree
- placing the feet flat on the floor, usually with knees together and feet tucked behind the knees.

Activity Assistant

Starter (Part 2)

Possible answers

1

The mother – She has been coping alone with three small children. She has had to go through security checks and passport control, find the gate and deal with toileting, hunger, and behaviour problems. She may also have had to look after the children alone during a journey to the airport. She is probably worried about how the children will behave on the flight and may be unsure what she has to do at the other end. She has also had to deal with luggage. The reason for her flight could be causing her stress.

The women – They may be drunk. They may be very excited. Either of these reasons may well cause them to start conversations with people who do not respond in kind. It is conceivable that they may be teasing the other passenger.

The overweight man – Overweight people, for various reasons, tend to sweat more than thinner people, but he may also have a medical condition. He may suffer from high blood pressure. The cause might be the weight of his hand luggage. He could be a first time flier or find flying a stressful way to travel – because of the flying itself, or the confined space of the airline, or the checks and procedures necessary at an airport. Alternatively, he could be worried about something on arrival. He could, of course, be worried about something he is carrying.

Man in late 20s – Many of the reasons immediately above could apply to this man. He could also be over-tired. The clutching of the passport and ticket may suggest that he is either a first-time flier or very nervous about flying.

2

The mother – She will need assistance with the bag. The children will need special attention, including things to keep them occupied. The children may cause problems for other passengers. The woman herself may need to be monitored to check she is coping and may appreciate being offered a drink.

The women – If they are drunk, they may get over-excited and rowdy and disturb other passengers. They may continue to drink on the flight. They may continue to engage unwilling passengers in conversation, (although there is not much anyone can do about this). One or more of them may vomit.

The overweight man – The man may need some help getting seated. He may need help with his bag. If he has a medical condition (but has permission to fly), this will need to be monitored. He will need to be monitored to check that the sweating and redness does not continue. He may appreciate a glass of water to cool him down.

Man in late 20s – He needs special assistance to make him feel as at ease as possible and will need checking on throughout the flight. He may be prone to panic attacks.

3

The following might be recommended:

- Be vigilant and alert when passengers are entering the aircraft.
- Make sure you are aware of any medical issues (these should be flagged up on the manifest). Some passengers may have had to get special clearance because of the nature of their health issue.
- Check for special needs passengers.
- Make a note of passengers who you feel may need special assistance.
- Make sure you are confident to deal with common medical complaints that may occur.
- Listen carefully to the pre-flight briefing so that you are aware of any weather issues or changes to normal procedure.
- Make sure you are aware of all safety features on an aircraft you may not be familiar with.
- Know which of your colleagues has any special skills/knowledge you may need to draw on.
- Make sure that everyone listens to the safety briefing.
- Know what is in the first-aid kit.
- Make sure that the cabin is fully ready for boarding.

4

Note that many countries have a list of conditions that may prevent people from flying without a medical clearance certificate.

4 Cabin services and amenities

Background

As well as providing assistance to passengers, on-board services also include providing meals, drinks, and entertainment. There are also shopping and communication facilities. The nature of these services will vary from airline to airline and class to class. Airlines, like any business are looking for ways to increase their revenue. Airline passengers are a "captive market" and the chances to increase profits are naturally tapped. The importance given to this varies between airlines.

One of the primary sources of revenue for airlines is the in-flight duty-free shop. In most countries, tax does not have to be paid on goods which are being exported. Accordingly, the goods can leave the country tax-free or the tax can be reclaimed later. Travellers are allowed to import the goods into the country to which they are travelling, as long as the amount of these goods does not exceed the set "duty-free" allowance.

Airlines vary in their approach to in-flight duty-free sales. The traditional duty-free items are cigarettes and alcohol, perfumes, airline memorabilia, gadgets and gifts, food, and beauty products. Some airlines attach a great deal of importance to this source of income; indeed, in some cases crew members are given incentives in order to encourage sales. On many airlines, as with many other businesses, attention is given to the choice of products that are on offer and there are special offers and promotions. These products are often promoted through the Internet or in the airline brochures. During the flight, they may also be promoted directly over the address system or during the in-flight entertainment. Sometimes, this may be done at the check-in desks.

There are many ways in which airlines seek to augment their revenue being trialled or already in use on flights. If passengers can pre-order, this allows airlines to carry less stock and a larger range. Flight attendants on some airlines can now take purchase orders using wireless handsets. A record can then be kept of which products sell well on certain routes or at certain times of the year. Cabin crew can take orders for food, luxury goods and ground-based services such as bus and rail travel and theme-park tickets. Other special purchases include limousine services on arrival, bookings for theatres and hotels, selling SIM cards and calling credit for the destination country, ski hire and selling advertising space. Many carriers also sell pay-to-view films, scratch cards and even smoke-free cigarettes. Still others provide home-delivery, alerts and information on the destination city and a charge for being able to choose your seat. One airline this year announced plans to install vending machines.

As well as being involved with on board purchasing, a competent flight attendant has to be familiar with a variety of on-board services, ranging from reclining seats to the entertainment facilities. Other services provided on board some airlines or envisioned by some in the future are ATM machines, high-speed internet connections and the ability to pre-book your own entertainment package for the flight.

Jargon Buster

Airlines must provide for different diets. Accordingly, special meals are provided for passengers according to their specific needs. These needs may be religious, cultural, medical, or because the passenger is a vegetarian or vegan. Special meals are also provided for children. Airlines require special meals to be pre-ordered. The most commonly available special meals are as follows:

- **Diabetic** meals generally contain low-calorie and low-fat foods; fruits, vegetables, wholegrain breads, cereals and low-fat meat are used in their preparation.
- **Gluten-free** meals cannot contain ingredients derived from gluten-containing cereals – wheat, rye, barley, and oats. This diet is for those suffering from coeliac disease (an inability to digest gluten).
- **Lactose-free** meals cannot contain milk and dairy products of animal origin.
- **Children's** meals vary from airline to airline, but generally contain healthy options that encourage children to eat.
- **Babies'** meals are usually commercially available baby foods, containing meat, vegetables, fruits and dessert.
- **Kosher** meals are prepared, packaged, and certified in accordance with the regulations of Jewish dietary laws and under rabbinical supervision.
- **Islamic** meals are prepared according to "Halal" food standards, free of pork, gelatine and alcohol.
- **Hindu** meals do not contain beef, beef derivatives, veal, or pork. Vegetarian Hindu meals do not contain fish, shellfish, meat, poultry or eggs.
- **Jain** meals are strict vegetarian meals. The food is prepared to an Indian style, the meal does not contain onions, potatoes, garlic or root vegetables.
- **Vegetarian** meals may not contain meat or meat products, fish, poultry, gelatine or any other product containing animal fat.
  - Lacto-ovo vegetarian: Use of dairy products and eggs is allowed
  - Strict **vegan**: Dairy products, eggs and honey are also prohibited. These menus are generally made of vegetables, cereals and nuts.
- **Anti-allergic** meals are also prepared for passengers with allergies to peanuts, shellfish etc.

Activity Assistant

Starter

1 Possible answers include the friendliness and manner of staff, speed of service delivery, staff "going the extra mile", the quality of the service itself, staff predicting your requirements, the appearance of the establishment and staff, the knowledge of the staff (with regard to the services and products on offer), the range of services/products, the teamwork among staff, the general smoothness of your visit combining a few of the above.

2 General answers here will consist of the opposite of the above.

3 This will inevitably be a matter of opinion, but students should be encouraged to discuss which ones may be said to be generally accepted and which ones might be required in more specific situations, e.g. a very serious attitude about everything may be required in, say, a company providing legal services, but would not be suitable in many parts of the airline business. A very informal way of speaking may fit certain situations and markets, but would be inappropriate in others.

4 The following methods could be discussed:

- using pictures
- actually showing the passenger the dishes / the drinks on offer as you are asking the question
- asking a colleague who speaks the language of the passenger
- asking another passenger to interpret

15 You may wish to use the following dialogue.

You could 1) build up the dialogue on the board, using the one below as a model, but accepting any appropriate variables or 2) ask students to change the underlined sections for either sentences or phrases which carry the same meaning or appropriate replacements from the pictured articles. Suggestions are in the line underneath the underlined items.

Flight Attendant (FA) Good afternoon. Can I interest you in any duty-free items?
Would you like to see/have a look at/buy…?

Passenger (PS) Yes. Could I take a look at the titanium watch?
Could/ Can I have a look at…? Could/Can I see …?
Would you mind showing me…?

FA Certainly, sir. Here you are.

PS That's lovely. Do you have the same watch in black?

FA Let me have a look. I am sorry. I only have light or dark brown.
Let me see/One minute, sir and I'll have a look/I'll just have a look for you.

PS Can I see the dark brown one?
Could/Can I have a look at…? Would you mind showing me…?

FA There we are, sir.

PS Oh yes. That's nicer than the first one!

FA I am glad you like it.

PS How much is that in Japanese Yen?
How much does that cost in…?/What's that in…?

FA That's 22, 000 yen, sir.

PS Would it be possible for me to pay with yen?
Could/Can I pay with…?/Is it OK to pay…?

FA Certainly, but I'll have to give you your change in dollars.

PS OK. That's no problem.
That's fine. No problem.

5 Health and medical issues

Background

On-board a flight from Dubai to Nairobi in 2010, an elderly passenger complained of heartburn and started to vomit. A doctor was found to be on-board the plane and examined the passenger. He was thought to be suffering from indigestion. Although he was given treatment for this, he later collapsed. One of the flight attendants recognized the symptoms of a heart attack and asked for a defibrillator. Another member of the cabin crew connected the defibrillator and a single shock was enough to restart the passenger's heart beating regularly. Other members of the crew took care of the passenger's wife, while the first flight attendant administered oxygen until the aircraft arrived at Nairobi airport. A medical emergency centre had been informed by phone and a hospital alerted; a doctor and ambulance were waiting for the passenger at the airport.

In another on-board health incident, a passenger had what was thought to be an asthmatic attack, but which subsequently turned out to be an anaphylactic reaction to aspirin. The patient was given oxygen and a nebulizer was set up, but he collapsed a few minutes later. A flight attendant performed CPR (cardiopulmonary resuscitation), which was successful and the patient was given intravenous adrenalin and other medication by a doctor. The flight diverted to Auckland and landed with two doctors, a nurse and two crew members assisting with the drips, medical equipment, and oxygen bottles, while supporting the patient. The ISC (In-flight service co-ordinator) took command of the cabin and another flight attendant gave the brace commands to the medical team. On arrival, paramedics met the aircraft. Other members of the cabin crew also played a part in the success of the diverted flight by distributing drinks in place of breakfast, which had had to be cancelled because half of the cabin crew were involved in assisting the sick passenger. They also reassigned positions for landing duties so that others were free to help with the emergency.

The nature of cabin crew medical training will depend on the airline they work for and may include handling minor medical emergencies, CPR, wound treatment, and a general understanding of medical procedures to assist passengers until fully trained medical personnel can take over the situation. As can be seen in the two examples above, the incidents may not always be minor. They may range from air sickness to emergency childbirth, from the psychological effects of fatigue to heart attacks and epileptic seizures. All flight attendants must usually hold a basic first aid certificate before they commence their initial training. Cabin crew may also be trained in the use of defibrillators, used for cardiac problems.

A recent advance in "telemedicine" is the Tempus IC device, now being tested on some planes. This is a complete remote medical diagnostic system. It delivers clinical grade medical parameters as well as video and audio via wireless communication systems.

In most cases, airlines will insist on medical clearance before allowing people with certain illnesses or conditions to fly. This may be necessary for people who have recently been seriously ill or had surgery or who:

- have an unstable medical condition
- need supplemental oxygen to help them breathe
- need to use medical equipment during the flight
- are travelling for medical treatment
- are very far along in pregnancy or are experiencing a difficult pregnancy

Jargon Buster

nitroglycerine This is used in the manufacture of explosives but is also used medically as a vasodilator (something which makes the blood vessels dilate) to treat heart conditions, such as angina and chronic heart failure. It shortens or even prevents attacks of angina pectoris. Nitroglycerine comes in the form of tablets, sprays, or patches.

allergy A hyper-sensitive reaction to a substance or animal. Common allergens (substances that may cause a reaction in humans) are pollen, dust, nuts, seafood, and shellfish. Symptoms vary from person to person and reactions may include vomiting, hives, streaming nose and eyes, shortness of breath, and dizziness. People with severe reactions to certain substances are usually asked to inform the airline. On an aircraft, it is important that the cabin crew is trained to deal with allergy sufferers as, sometimes, the reactions experienced may be severe. Airlines cannot guarantee an allergen-free environment, but will try as much as possible to lessen the chances of a hyper-sensitive reaction. In the case of peanut allergies, this may mean asking passengers seated near to the sufferer to refrain from eating them during the flight or, if the reaction is serious, not serving the product at all. Serious allergic reactions, including anaphylaxis, occur rarely, but speedy intervention is crucial. A full medical kit will include adrenaline and an antihistamine (usually in injectable form). Passengers with known allergies may carry an EpiPen™ (an auto-injecting device like a pen), and some airlines now include these in their kits.

intravenous If a substance is given intravenously, it means it is given directly into the blood stream through a vein, either via a syringe or a drip. The intravenous route is the fastest way to deliver fluids and medications throughout the body. Cabin crews are not usually trained to administer intravenous drugs and this will require the presence of a doctor or nurse.

anaphylaxis An acute hyper-sensitive reaction, which may take several forms.

Activity Assistant

9 The following are possible ways to describe the condition of the passengers in the picture. The teacher could elicit phrases for the first picture from the whole class. After this, groups of students could work on possible language to explain the situation in the other pictures. Alternatively, the teacher could elicit for the first picture as above and then give out the other phrases in a random order (on cards or a single piece of paper) and students could pick suitable phrases for a particular situation. These phrases could be gapped to provide a challenge to students, e.g. *"He's trying to _____ other passengers"*.

a She's cut her hand / Her hand is bleeding (badly).
b He's trying to force past other passengers / He looks like he may become violent.
c She's having a fit / She's lying on the floor shaking (trembling) / She's shaking (violently/uncontrollably).
d He's bleeding from his head / His head is bleeding (badly) / There's (a lot of) blood coming from his head / I think he has cut his head.
e He's holding his chest / He looks like he can't breathe.
f She may be about to have the baby / She looks like she is going to give birth.
g She's lying on the floor / She's collapsed / She's not moving.
h He is having difficulty breathing / He sounds like he can't breathe.
i He's got a (severe) stomach ache / He's bent over in his seat.
j He looks like he has something stuck in his windpipe (throat) / He can't breathe / He is having difficulty breathing.

13 As well as the five steps mentioned in exercise 12, you might like to ask students to discuss the following questions. There are two sets of questions. The first is intended for those students who are already working as cabin crew and the second for those who are in training.

Set 1

What were the symptoms that you noticed?

Was there a doctor or nurse on board?

Were appropriate medications on-board the plane?

How did you communicate with the patient?

How did you deal with the other passengers?

Did you have to contact ground-based medical personnel?

How did other passengers react?

Was it your first medical incident?

Did you stay calm? Did you feel you reacted well?

What would you do differently next time?

What was the most difficult aspect of the situation?

What happened in the end?

Set 2

Have you had any medical experience?

Which types of medical emergency would you feel confident about dealing with? Why?

Which types of medical emergency would you not feel confident about dealing with? Why?

Why do you think it might be important to tell a colleague, as recommended here? (*two heads are better than one, colleague may have or know someone who has useful, specific knowledge, the problem may need physical assistance)*

What will you have to consider when making contact with the passenger? (*his/her ability to communicate, the passengers around her/him, tone of voice etc..)*

In the book the example for planning ahead is predicting that you may need to move passengers to deal with the situation. What else may have to be done as a result of the medical issue?
(use of specialist devices, the use of blankets etc., rearranging duties between staff etc.)

What do you consider to be the most important qualities that a cabin crew member needs to display in successfully dealing with a medical issue?
(quick thinking, calmness, sensitivity etc.)

Have you ever been involved in a medical emergency or with a person with a medical problem? How do you think you managed? What aspects of your involvement were successful. Why? What aspects were unsuccessful? Why?

6 Safety and emergencies

Background

On January 15th 2009 US Airways flight 1549, flying from New York to Charlotte, North Carolina ditched in the Hudson River with no loss of life. The aircraft had lost thrust in both engines due to a bird strike and the captain, having decided he would be unable to return to La Guardia or reach any other airfield, decided to make an emergency landing in the Hudson. All passengers were evacuated successfully after the aircraft had made the crash landing and the actions of the captain and crew were highly praised. The principal spokesperson for the NTSB (National Transportation Safety Board), Kitty Higgins referred to the event as the most successful ditching in aviation history.

The impact of hitting the water had ripped open a hole in the underside of the plane and a subsequent twist in the fuselage had caused cargo doors to spring open and fill the plane with water from the rear. Immediately, the flight attendants urged passengers to move forward by climbing over seats to escape the rising water within the cabin. They began evacuating passengers on to the wings through the four mid-cabin emergency window exits in the middle of the cabin and into an inflated slide deployed from the front right passenger door (the front left slide had failed to operate). To make matters worse, one passenger had tried to open the back door, (which one of the flight attendants tried unsuccessfully to reseal), and this caused more water to enter the cabin. The plane was partly submerged and floating downstream with the current. The water temperature was two degrees centigrade. The captain checked that all passengers had been evacuated and then left the plane. The rescue services then moved in and picked up the passengers, who were huddling on the partly submerged slide and on the wings of the plane.

In the event of an aircraft emergency the behaviour of passengers and crew is critical in determining the extent of passenger survival. In such circumstances flight crew often have to deal with behaviour ranging from sheer panic through to helpless dependency and frozen immobility. There have also been reports of cool, orderly competence in similar situations. Clearly the main objective in critical situations is to increase the incidence of this kind of behaviour, while dealing with a great variety of personalities. An understanding of human response to sudden traumatic events will predict the conditions where inappropriate behaviour is likely to occur. It may also indicate where behaviour more adaptive to survival can be encouraged. Studies have concluded that assertive cabin crew are essential for the rapid evacuation of aeroplanes. There are many notable examples of cabin crew actions which have led directly to the saving of many lives.

The majority of a flight attendant's duties are related to safety. Prior to each flight, flight attendants attend a safety briefing with the pilots and purser. During this briefing they go over safety and emergency check lists; boarding particulars are verified, weather conditions are discussed, including anticipated turbulence, and a safety check is conducted to ensure all equipment is on-board and the cabin is thoroughly checked. Flight attendants must conduct cabin checks every 20–30 minutes and regular cockpit checks must be done to ensure the pilot's health and safety.

In this unit and Unit 5 we see a variety of situations that flight attendants may have to deal with, but they may also encounter rejected take-offs, emergency landings, a range of in-flight medical situations, smoke in the cabin, fires, depressurization, on-board births and deaths, and dangerous goods and spills in the cabin. Flight attendants are also given training in land and water landings, which includes the

preparation of passengers and cabin, the emergency evacuation of the cabin via inflatable slides or rafts, and the follow-up survival skills for environments such as open water, jungle, and tropical or arctic climates. Flight attendants are now also given basic training on defence against terrorist attacks.

Jargon Buster

arm/disarm *(vb)* **doors** If something is armed, it is ready for use. If the doors on a plane are armed, it means the door slide will inflate if the door is opened. The action of opening the door (if "armed") causes the slide to deploy as intended. When passengers are embarking or disembarking the door is disarmed, as the slide is not needed.

hypoxia *(n)* An inadequate supply of oxygen to the tissues and cells of the body. Symptoms include headache, shortage of breath, rapid heart beat, increase in blood pressure, dizziness, and discolouration of the skin and lips.

hypothermia *(n)* A potentially fatal condition, which occurs when the body temperature drops below 95C / 35F. The condition, depending on the extent of the drop in body temperature, may be mild, moderate or severe. Different approaches are used for patients depending on the level of severity. Other considerations, such as the patient's age or the condition of the heart, can also influence treatment choices.

turbulence *(n)* Highly irregular atmospheric motion characterized by rapid changes in wind speed and direction and by the presence, usually, of up and down currents. Turbulence can be due to flying through clouds, rain, or storms, or sometimes what is known as clear air turbulence.

Clear Air Turbulence (CAT) *(n)* Atmospheric turbulence that occurs under tranquil and cloudless conditions and subjects aircraft to strong up draughts and down draughts. It is caused when bodies of air moving at widely different speeds meet. There is an absence of any visual cues, such as clouds, rain etc. It usually occurs at high altitudes and, although it can be forecast, it cannot be detected by the aircraft radar, so there is often no warning.

Activity Assistant

19 Getting students to develop appropriate intonation is often achieved by highlighting the effect of doing the opposite. Here, it has been established that in order to be assertive, delivery should be clear, calm, slow, and quiet.

For the following exercise, use the two dialogues on page 50, (exs. 18 and 20, tracks 23 and 24)

1. Do an example with a confident student, where you play the part of the flight attendant. Do it the first time loudly, but not quickly, the second time quickly, but not loudly and the third time angrily (i.e. loudly and quickly). You may want to do just do the first of these three and ask confident pairs of students to "perform" the other two examples in the ways prescribed.
2. Now, ask students to do the same in pairs (or in threes, where the third member monitors the effect of inappropriate speech delivery on the passenger). Students should do a wrong version (i.e. loud, quick or angry), followed by an appropriate version (i.e. calmly, slowly and clearly) Monitor, giving help with the correct versions.
3. Choose a couple of good examples to "perform" for the group.

Over to you

Can you think of other diversion tactics which may help to calm passengers in a situation like this?

Possible answers

Keeping calm yourself – this should be apparent in your voice and manner.

Making sure passengers are given constant updates on the situation.

Making sure your body language shows concern and is as natural as possible.

Being aware of anyone who looks as if they need assistance.

Appearing confident and competent despite any feeling you may have to the contrary.

7 Descent, landing, and layover

Background

In 2005, an Airbus A320 landed at Los Angeles International Airport with the wheels beneath the nose of the aircraft cocked at ninety degrees. In reports of the incident, an insight can be gained into the procedures that might be followed in an emergency situation.

The flight crew received an error message regarding a nose landing gear shock absorber. The DFDR (Digital Flight Data Recorder) then indicated that the gear handle was in the down position and then the crew received an error message of a fault in the nose wheel steering. As there was no master warning, the first officer continued to fly the aircraft while the captain tried to troubleshoot the aircraft monitoring system. The captain consulted the flight crew operating manual and maintenance control in order to evaluate the problem and attempt to ascertain the system's status. The flight crew continually updated the cabin crew and passengers.

The flight diverted to Long Beach, California and the captain decided to perform a flyby of the tower to verify the status of the landing gear. The tower airline ground personnel and a local news helicopter told him that the nose gear was down and pointing 90 degrees to the left. After discussing the situation with company representatives, the captain decided to divert to LAX because it had optimum landing conditions and better emergency support services. The crew flew for several hours to burn fuel so that they could land with less weight. The captain monitored the fuel burn to ensure that the centre of gravity stayed within limits. The captain also told the cabin crew that in the event of the nose gear collapsing, evacuation from the aft doors would be impossible, so everyone should deplane from the forward exits. The flight crew instructed the cabin crew to follow the procedures up to the point of exit from the plane, at which time they would give further instructions. Prior to landing, the captain announced "Brace" and the flight attendants also transmitted "Brace" over the public address system.

The plane touched down and the captain managed to hold the nose gear off the ground as long as possible. During the landing, the forward cabin crew could smell burnt rubber. The cabin crew stayed at their stations, as previously requested by the captain, reassuring passengers and remaining outwardly calm. The air traffic control tower confirmed that there was no fire, and the captain announced this to the cabin crew. After this notification, the passengers deplaned normally.

No one on-board the aircraft sustained an injury. Procedures were followed and the cabin crew and flight crew worked as a team and achieved a very positive outcome.

The Delta airways emergency landing at JFK Airport in September 2010 was caused by landing gear not deploying correctly. The pilot eventually landed the aircraft on two sets of wheels and its right wing. An Atlantic Southeast Airlines spokesman praised the flight and cabin crew for their calmness and assertiveness in the situation: "*Atlantic Southeast Airlines is extremely proud of the actions and professionalism displayed by the flight crew and cabin crew of Flight 4951. Our crew members are fully trained to respond to all types of abnormal and emergency situations, and this crew did an exceptional job of following procedure to ensure the safety of our passengers*". On Internet videos a flight attendant can be heard shouting "Heads down, stay down," as sparks fly outside and one of the plane's wings drags along the tarmac. The video captured by a passenger shows a quiet cabin in the seconds before the words "Brace for impact" came over the jet's loudspeaker. All sixty passengers exited safely.

One passenger comments that, although the cabin crew member's monotonous and repetitive shouts of "Heads down, stay down" almost seemed to make the situation tenser, he realized that this was SOP (Standard Operating Procedure) in this situation and that it needed to be followed. There are numerous stories of passengers in such situations not following procedure and causing injury to themselves or others in the process. In this unit, the language work revolves around situations during descent and landing, a critical part of the flight. The emphasis should be on the clarity of language, in terms of efficiency of word choice and delivery.

Jargon Buster

stand The stand is the aircraft parking bay. It is the area where the plane finally stops and the point at which passengers disembark. It is located on the apron.

apron An area of an airport intended to accommodate the loading and unloading of passengers and cargo, the refuelling, servicing, maintenance and parking of aircraft and any movement of aircraft, vehicles and pedestrians necessary for such purposes.

descent This describes the part of an air journey where the aircraft decreases altitude and prepares to land. When the captain announces the beginning of the descent, the aircraft begins to prepare for landing.

taxi ***(vb)*** An aircraft taxis when it moves on the ground under its own power, for example, between the runway and the stand. The term "taxiing" is not used for the accelerating run along a runway prior to takeoff, or the decelerating run immediately after landing.

layover or **stopover** A break between parts of a single journey.

Activity Assistant

8 Suggested answers to this exercise are in the back of the book. The following are suggested extensions to these answers or phrases that could be added to those in the answer key.

a We are sorry for any inconvenience / If you are in need of toilet facilities while we are trying to fix the problem, please tell/bring this to the attention of one of the cabin crew /We will try to fix the problem as quickly as possible.
b This is due to… / This is because (of)…
c We are pleased to announce that the runway is clear / We are happy to say that the snow has been cleared from the runway / Thank you for your patience / understanding.
d We will re-open meal service in approximately ten minutes / As we will soon be preparing to land, (the trolley service will be closing shortly / If you require anything further from the trolley, please contact a member of the cabin crew (as soon as possible).
e This is standard procedure and should be no cause for alarm.
f Due to adverse weather conditions in X, we will be diverting to Y / Transfer arrangements will be made to return passengers to X / This will extend our journey time by approximately thirty-five minutes.

11 A's lines are written in exercises 9 and 10.
So that students learn a variety of question forms, the following are suggested variations in response by B:

1 Why? What's wrong?
2 Have you any idea why?

3 (Why?) What's the problem (with it)?
4 Do you know why (it won't work)?
5 Can you see why?
6 What exactly is wrong with it?
7 What's the matter with it?
8 With what? What's made it wet?
9 Is that going to cause/be a problem?
10 Do we have a spare? Can we do anything about it?
11 How is it damaged?
12 Why?

21 The following are suggested dialogues based on the problems illustrated at the bottom of page 59 (a-d). This could be done as a dialogue-build on the board, eliciting from students. If students do not have appropriate suggestions, the following models could be elicited through mime or prompts. Since the idea of the exercise should be to encourage students to explain problems as precisely and concisely as possible, there are three suggestions for each situation.

Picture a

A Hello. This is Room 323.
B Hi. How can I help you?
A Smoke is coming out of the back of my TV.
Smoke is pouring out of the back of my television.
There's (a lot of) smoke coming out of the TV.
B Someone will be there immediately.

Picture b

A Hi. I'm calling from Room 555
B Hi. How can I help?
A The room is very cold and I can't get the radiator to work.
I can't work out how to turn the heating on.
The temperature in the room is very low and the heating isn't working.
B I'll send someone up immediately.

Picture c

A Hi. I'm in Room 286.
B Hello. Can I help you at all?
A Yes. The hairdryer smokes when I use it. Could I get a replacement?
Yes. The hairdryer is faulty. Smoke comes out when I try to use it. Could I have another one, please?
I hope so. Smoke comes out of the hairdryer when I turn it on. I think I need a replacement.
B I will send a replacement up straight away.

Picture d

A Hello. I'm phoning from Room 498.
B Hello there. Is everything OK?
A I don't have any towels. Could you send some up, please?
There are no towels in the bathroom. Could I have some sent up?
I can't seem to find any towels. Could you get some sent up?
B Certainly. I'll do that right away.

8 Getting a job

Background

Like many aspects of the profession, the cabin crew job interview will vary between airlines. This final unit gives an insight into what this may involve.

Most frequently, the application process begins with attendance at an open house interview. This is done through internet and newspaper advertisements. The open house interview for flight attendant jobs is a general information session and gives the airline a chance to screen a large group of potential candidates in one place. There are several ways of conducting this type of interview, but typically applicants are asked to fill out a questionnaire and will be given a short speech about the airline by a flight attendant representative. Applicants may also be asked at this point to give a brief statement describing their background and work history. Each person may then be required to take a written test which includes some customer service questions. Those who are successful in the test will be asked to remain. The remaining group will be asked to speak or read in front of the group. Usually, the topic deals in some way with customer service. Sometimes applicants will be provided with scenarios relating to job situations. There are sometimes individual interviews at the open house session and some airlines also give brief psychological tests as well.

Follow-up interviews consist of techniques such as one-on-ones, panel interviews, return interviews, video tests, and written tests. They may also include more group interviews.

Entry requirements do vary between airlines, but, in general, applicants need to be able to demonstrate a good standard of literacy and numeracy. Some airlines require applicants to have English and Maths at GCSE grade C or above (or national equivalent). Qualifications in foreign languages, travel, leisure and tourism can also be useful, as can knowledge of first aid. Airlines set requirements for the physical characteristics of applicants: a minimum age of 18, a specified weight in proportion to height, good physical fitness (including the ability to swim a specified distance), and good eye sight. Cabin crew applicants are also subject to criminal records checks for airport security clearance. A proficient level of English is a standard requirement.

Airlines may also prefer applicants who have experience of working in a customer service environment, linguistic ability, and an out-going personality. They might also be required to relocate. Flight attendants must look neat and professional. Typically, airlines do not permit visible tattoos, body piercings (except in the ears), certain make-up, jewellery and hairstyles, or poorly manicured hands.

The greatest attraction of the profession seems to be the ability to travel. There are also chances for advancement and change within the industry. Many flight attendants move into a supervisory role or become a flight attendant recruiter, travelling around to various cities and interviewing prospective flight attendants. Another position into which a flight attendant can move is that of a flight attendant instructor. A flight attendant may also eventually move into other related areas of the company, such as catering, risk management, marketing or human resources.

In this unit we see a few examples of some of the activities involved in a cabin crew interview, such as group assessments. One of the other common tasks is the behavioural question. Here are a few examples. You may wish to use these with your students:

1 Give an example of a situation where you had to handle a disgruntled customer and the outcome.

2 Give an example of a situation where you were not being supported by your employer and how you handled it.

3 Give an example of a situation where you had to go the extra mile to please a customer.

4 Give an example of a situation where you worked as a team to complete a task.

5 Give an example of when you were glad you had checked something

Another type is the scenario, where the applicant is given a situation that he or she may encounter while working as a flight attendant. Here are some common scenario questions with some suggested answers. You may wish to ask students to role play these during your lessons.

Question 1 A passenger in the economy cabin says he noticed that the passengers in the first class cabin were given newspapers and he would like one too.
Answer You should explain to the passenger that one of the amenities offered to first class passengers is a complimentary newspaper and that in reality they are paying for that paper because of the increased ticket price. You should also say that you will do your best to accommodate him by finding a newspaper for him, perhaps from someone in the economy cabin that has finished reading their copy.

Question 2 A woman changes her infant's nappy during the meal service and asks that you dispose of the dirty nappy for her.
Answer You should advise the passenger that you would be happy to dispose of the item at the conclusion of the meal service. You could also recommend that the passenger dispose of the nappy herself in the lavatory. In either case, you should recommend that she put it inside an airsickness bag prior to disposal.

Question 3 A man is making a business call on the in-flight telephone. He complains to you that he cannot hear because the baby next to him won't stop crying.
Answer If the flight is not completely full, you should ask the passenger if he would like to change seats and move to a quieter location. If he is not willing to move, you could also ask the person with the baby if she would mind moving. If it is a full flight, you might consider having one of them swap seats with another passenger. If all else fails, you could ask the passenger with the baby to temporarily leave the man alone so he could make his call, perhaps walking the baby up and down the aisle.

Jargon Buster

A **job description** is a list of the general tasks, or functions, and responsibilities of a position. It may often include who the position reports to, specifications such as the qualifications or skills needed by the person in the job, and a salary range. Job descriptions are usually narrative, but some may instead comprise a simple list of competencies. Job descriptions are based on objective information obtained through job analysis, an understanding of the competencies and skills required to accomplish needed tasks, and the needs of the organization.

The **key responsibilities** may be a separate document, but is usually part of the Job Description. It will list the main responsibilities that are required for the post. This will often include a standard to be achieved.

The **minimum requirements** are the essentials needed for consideration for the post. Without these, candidates will not usually be considered for interview.

The **Curriculum Vitae (CV),** also known as a resumé in American English**,** is presented by the applicant and outlines aspects of the applicant's history. It will include personal details, a personal profile, and an outline of key qualities, as well as skills and career objectives, education, additional training, work experience, interests and references.

Activity Assistant

18 The following are some example sentences in the forms of the four types of conditional sentences. Teachers may want to give the first half (or second half, in some cases) of the sentences to students who are having difficulty thinking of examples

The Zero Conditional

If you need any testimonials, I have some with me.

If I say I am going to do something, I always do it.

If I see that someone is in need of help, I always go over to them.

If someone is getting angry, I find out exactly what the problem is first.

The First Conditional

If I get the job, I'll hand in my notice as soon as possible.

If I am successful, will you want me to start straight away?

If things turn out well, I'll finish university in June.

If I don't get the job, I'll probably look for similar work.

The Second Conditional

If I was in that situation, I would have to think quickly but calmly.

If I noticed something missing, I would report it to the senior staff member immediately.

If I got the job, I would be ready to relocate.

If a passenger looked sick, I would find out exactly what was wrong.

The Third Conditional

If I'd wanted to stay in publishing, I wouldn't have resigned.

If I had taken Science more seriously at school, I might have understood it more.

If I hadn't had some experience of customer care, I would have found that part of the interview difficult.

If I hadn't stayed calm, the situation would have been much worse.