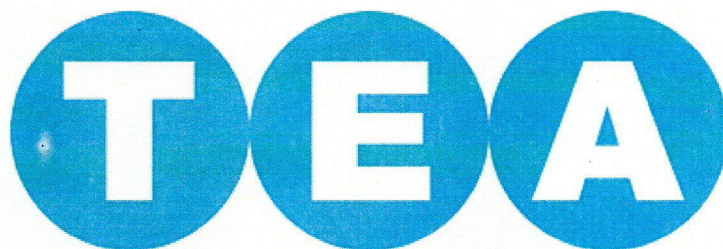


Test of English for Aviation

Guide for:

Test-takers & Teachers



**TEST OF ENGLISH
FOR AVIATION**

A2

What is the TEA test?

- TEA is a test of your ability to communicate in English – it is not a test of your operational knowledge.
- TEA is a test of plain English in an aviation context – it is not a test of aviation phraseology
- TEA is a face-to-face interview with one examiner lasting about 20—25 minutes and consisting of 3 sections.

The TEA test does NOT include:

- any writing
- any reading
- any need to type or use a computer.

Not a test of operational knowledge

TEA examiners are familiar with aviation and are sometimes pilots or controllers. Nevertheless there are no extra marks to be gained from talking about correct operational procedures. Equally, nothing is lost by not knowing about a particular area of operations.

TEA tests plain English, not phraseology – the ICAO language standards have been introduced to improve communication when phraseology is insufficient.

The ICAO Descriptors

ICAO has developed the criteria by which your English will be judged. The full descriptors can be viewed [here](#):

TEA candidates can score from Level 1 to Level 6 but most candidates score Level 3, 4 or 5. A simplified version of Levels 2—5 is on the next page.

ICAO Level	Pronunciation	Structure	Vocabulary	Fluency	Comprehension	Interaction
5	Pronunciation rarely causes a problem for understanding.	Uses basic grammar well. Makes mistakes with complex grammar, which sometimes cause a problem for understanding.	Has enough vocabulary to talk about common, work-related topics. Can paraphrase when necessary. Uses idioms sometimes.	Can speak easily about common topics. Can use correct discourse markers.	Can understand accurately about work related topics. Can understand a range of accents.	Responds quickly, with useful and appropriate replies. Can control a conversation.
4	Pronunciation only sometimes causes a problem for understanding.	Uses basic grammar quite well. Makes mistakes with basic grammar, which sometimes cause a problem for understanding.	Usually has enough vocabulary to talk about common, work related topics. Can often paraphrase when necessary.	Can sometimes speak freely and easily. Slow speaking does not cause a problem for communication. Can sometimes use discourse markers correctly. Fillers do not cause a problem.	Can understand mostly accurately about work related topics. May need to ask questions in complicated or unusual situations.	Usually responds quickly with useful replies. Can communicate even in surprising situations. Fixes misunderstandings by checking or confirming or clarifying.
3	Pronunciation frequently causes a problem for understanding.	Makes a number of mistakes with basic grammar which frequently cause a problem for understanding.	Often has enough vocabulary to talk about common, work related topics, but often uses wrong words. Cannot paraphrase often.	Often speaks too slowly, and this may cause a problem for communication. Fillers are sometimes a problem.	Can often understand accurately about work related topics. May not understand in complicated or unusual situations.	Sometimes responds quickly with useful replies. Can communicate in familiar situations. Generally can not respond in surprising situations.
2	Pronunciation almost always causes a problem for understanding	Uses only a few memorized sentences and grammar structures	Only knows some individual words or memorized phrases	Can say some memorized phrases, but is very slow to search for expressions or to say unfamiliar words. Fillers are a big problem.	Can only understand some phrases when they are said slowly.	Responds slowly with replies that are not useful. Can only manage simple, routine conversations

How do I book a test?

Click [here](#) to contact your nearest TEA test centre

What happens on the test day?

You should arrive at least thirty minutes before your test time so that the administrator can take your photograph (which will appear on your certificate). Make sure you bring the passport or ID card you registered with to the test centre – you will not be allowed to take the test without it. You do not need to bring anything else with you. Mobile phones and recording devices must be left outside the test room. The test will be recorded for security reasons. If you are unhappy about any aspect of the test day procedures, you must speak to the Administrator on the test day.

Your test result will not be available on the test day, so please do not ask the Examiner.

What kind of results are given?

The test is scored according to the ICAO Language Proficiency Rating Scale. You will be given a score from 1 to 6 for your performance in Pronunciation, Structure, Vocabulary, Fluency, Comprehension and Interactions. The overall mark will be the lowest of these scores. All of this information is recorded on your certificate.

When will I receive my certificate?

After your test is checked for interlocution and rating standards, your certificate will be printed and posted from the UK to the TEA Centre within 10 working days of your test date.

Further information:

Visit www.TEA-test.com or email info@tea-test.com



TEA
TEST OF ENGLISH
FOR AVIATION

TEA is a registered trademark of the British Council, which is responsible for the UK's official English language testing.

This is to certify that:

FAMILY NAME: Example
FIRST NAME(S): A N
PASSPORT NUMBER: EX12345678
NATIONALITY: Bulgarian
DATE OF BIRTH: 10-Nov-1969 SEX: M

has achieved the following:

OVERALL TEST RESULT	
5	

PRONUNCIATION		STRUCTURE		VOCABULARY	
5	5	5	5	5	5
FLUENCY		COMPREHENSION		INTERACTIONS	
6	6	5	5	6	6

EXAMINER NUMBER: 8 / 8 CENTRE NUMBER: 1
CERTIFICATE NUMBER: ECA000001010120114725
DATE OF TEST: 01-Jan-2011

KEY according to ICAO language proficiency requirements:

- 1. PRE-ELEMENTARY
- 2. ELEMENTARY
- 3. PRE-OPERATIONAL
- 4. OPERATIONAL
- 5. EXTENDED
- 6. EXPERT

This certificate is valid until 31st December 2011.



TEA TIPS

Remember!

- ✓ Ask the examiner to clarify anything you don't understand
- ✓ Ask the examiner to repeat a question if you don't understand
- ✓ Ask the examiner to play recordings again if you need it
- ✓ Explain everything in full even if it seems obvious to you
- ✓ Remember it doesn't have to be true; it just has to be in English

When you take:

Part 1

- ✓ Explain your answers in full
- ✓ Remember nothing is obvious for the examiner
- ✓ Go into details about everyday things

Part 2

- ✓ Answer verbatim if possible so you don't miss any information}
- ✓ Include all the information even if you think it's obvious
- ✓ Ask for the examiner for repetitions if necessary
- ✓ Ask relevant questions that would help you understand the situation
- ✓ Give relevant advice using as many structures as you can
- ✓ Give as many answers as possible

Part 3

Pictures

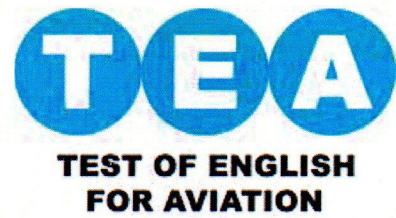
- ✓ Remember to describe the background and/or people you can see
- ✓ You can also include what you think will happen in the picture
- ✓ You can include any procedures that have to be followed in that situation

Discussion

- ✓ Describe processes and procedures in full
- ✓ Include technical descriptions and be prepared to explain the terminology
- ✓ Give complete answers
- ✓ Don't be vague



Notes for Candidates (version 5.0)



What is the TEA test?

- A test of plain English in an aviation context for licensing purposes – not a test of aviation phraseology
- A test of ability to communicate in English – not a test of operational knowledge
- A face-to-face, human interaction test with 1 examiner who asks questions for detailed responses
- A 25 - 30 minute test that consists of 3 parts:

Part 1 – Interview

You will be asked a series of questions related to your role in aviation, and then to a specific aviation-related topic. There are no right or wrong answers – show you understand the questions by responding to them directly and fully. The examiner will ask you further questions, to encourage you to talk more about some of the things you mention in your responses.

Part 2 – Interactive Comprehension

There are 3 parts – 2A, 2B and 2C. In each part, you will listen to a series of recordings of international speakers of English. Recordings will only be played once unless you ask for repetition. You cannot hear recordings a third time. If you need to listen again to check something you missed or didn't understand first time, please do ask for repetition. Be aware that regular repetition will suggest that your Comprehension is slower and this may affect your Comprehension score.

In Part 2A, you will hear 6 recordings in which a pilot or controller is talking in a non-routine aviation situation. After each recording, you should show you understand the situation fully by reporting your answers to 2 questions: *"what was the message?"*, and *"who do you think was speaking, a pilot or a controller?"*. You will be given a Task Card to remind you of these 2 questions. The examiner will ask you to *"report what you can"*. You should show that you understood the situation by reporting it either in your own words or using the words in the recording. All the information in the situation is important. This includes stating what the message was and who was speaking (whether it was a pilot or controller). If you do not give all of the information, it will affect your score.

In Part 2B, you will hear 4 longer recordings in which a pilot or controller describes a problem, says what they need, and gives some extra details. The examiner will give you a pen for you to take notes on the Task Card. You need to report the message as fully as possible - the more details you can provide, the better. You should describe the problem, say what the speaker needs and give any extra details that you can. If you do not give all of the information, it will affect your score.

In Part 2C, you will hear 3 short recordings in more general, non-routine situations. After each recording, you have 20 seconds to ask the speaker questions to find out more about the situation. Show you understand the situation by asking as many relevant questions as you can. The examiner will also ask you if you have any advice to give the speaker: again, show you understand the situation by giving some relevant advice.

Part 3 – Picture Description

You will be given 2 connected pictures to describe and compare. You will be shown the first picture and asked to describe it, and you will be given 30 seconds to speak. You will then be shown a second picture and asked some questions about it. Finally you will be asked some questions about both pictures.

Part 3 – Discussion

You will take part in an interactive discussion of general aviation topics related to the pictures, and how aviation affects the wider world. The examiner will discuss these topics with you to allow you to show your ability to give opinions, speculate about the future and justify your ideas.

Who is TEA for?

TEA is suitable for professional, private or student pilots (aeroplane or helicopter), professional or student controllers, FISOs and radio operators. **It is your responsibility to check that your licence-issuing authority accepts a TEA certificate from the TEA Centre where you take the test.**

What happens on the test day?

You should arrive at the TEA Centre at least thirty minutes before your test so that the Administrator can check your details and take your photograph (which will appear on your certificate). You do not need to provide a photograph. Make sure you bring the passport or national identity card you registered with – you will not be allowed to take the test without it. You do not need to bring anything else with you. Devices capable of recording must be left outside the test room. The test will be recorded for security and quality purposes. If you are unhappy about any aspect of the test day procedures, you must speak to the Administrator on the test day. Your test result will not be available on the test day, so please do not ask. The examiner will not give you any indication of how you have performed in the test. If you have any concerns about your test day experience, including complaints, you should make an official complaint in writing to the TEA Centre and to TEA Head Office in the UK via tea@maycoll.co.uk within 48 hours of your test date.

What kind of results are given?

The test performance is scored according to the ICAO Language Proficiency Rating Scale. Only your test performance is considered by the examiners and so they cannot consider any aspect of previous experience or previous test scores as relevant. You will be given a score from 1 to 6 for your performance in Pronunciation, Structure, Vocabulary, Fluency, Comprehension and Interactions. The Overall Score (the ICAO Level) will be the lowest of these scores (which is a mandatory ICAO requirement). All of the scores are recorded on the certificate.

When will I receive my certificate?

Once your performance has been assessed and once the test has been checked for examiner standards, your certificate will be printed and posted to your TEA Centre within 10 working days of your test date. If you prefer your certificate to be delivered to your TEA Centre by courier service, please speak to the local TEA Administrator about courier fees.

What should I do next?

- To do your best, it is strongly advised that you visit www.tea-test.com and
 - listen to the sample test
 - study the *Guide for Candidates*
 - practice the Part 2 task.
- To find your nearest TEA Centre and register, go to our [TEA locations webpage](#) and contact the local TEA Administrator listed.

What language skills do I need to pass at ICAO level 4?

- Pronunciation – It is OK to have an accent when you speak English, you just have to make sure that your examiner can understand you. A few errors are acceptable.
- Structure – This is grammar. You are allowed mistakes, but you must ensure that your mistakes don't make the meaning unclear for the examiner.
- Vocabulary– You must have enough vocabulary to be able to talk about normal and abnormal aviation situations. If you can't think of specific words, use the ones you know to communicate your idea or message.

Fluency – Speak at a natural pace whenever possible. You are allowed pauses when translating from your first language into English, as long as communication is not affected. Try not to er and ah too much though!

- Comprehension– Be able to understand English spoken in different accents for normal and abnormal situations. You are allowed to take your time and ask for clarification if what you hear isn't clear.
- Interaction – Respond to questions about normal and abnormal situations quickly and correctly most of the time. Asking questions to confirm understanding is allowed.¹

A09

¹ www.practiceicaoenglish.com

e: info@ihbogota.com w: www.ihbogota.com f: [ih.bogota](https://www.facebook.com/ihbogota)



Acceptable structure (grammar) at level 4

- X I love very much to fly as a pilot.
- ✓ I love being a pilot.
- X my number of licence
- ✓ My license number is...
- X This is a Cessna that have landed in a grass.
- ✓ The Cessna has landed on the grass.
- X I have work as an ATC since....
- ✓ I have worked as an ATC since
- X I start to study pilot in 1999.
- ✓ I started my pilot training in 1999.
- X My job is a pilot in a airline.
- ✓ I work as a pilot in an airline.
- X before six months
- ✓ six months ago
- X I think they are the more responsible airline.
- ✓ I think they are the most responsible airline.

A10



Acceptable vocabulary at level 4

- X You want me to notice....
- ✓ You want me to identify....
- X This is a very important date for the pilot.
- ✓ This is a very important time for pilots.
- X You are working for 'another' people.
- ✓ You are working for other people.
- X Near to the low terrain you have low speed.
- ✓ You are flying at low speed, close to terrain.
- X You will have a hassle with the houses.
- ✓ The houses would be a hazard.
- X Put everybody the mask.
- ✓ Everybody put on their masks.
- X finger
- ✓ air bridge
- X Big damage to the aircraft
- ✓ The aircraft has a lot of damage.
- X Gone out the runway
- ✓ Overshot the runway

A11



Acceptable fluency at level 4

- X You make a missed approach because you have wind you have trouble.
- ✓ You do a missed approach due to crosswind.
- X The English for some towers is not clear.
- ✓ The English spoken by some controllers isn't clear.
- X advise to the Pilots
- ✓ advice to pilots
- X be prepared everything
- ✓ be prepared for anything
- X The wheels become exploded and get fire for the friction.
- ✓ The wheels caught fire due to the friction.
- X It seems to be a bit **discontrolled**.
- ✓ It seems to be uncontrollable.

A12



Acceptable interaction at level 4

Please initiate (begin) and maintain communication with your examiner, especially when dealing with unexpected situations.

Following instructions without first checking that you've understood the instruction, could lead to miscommunication.

Carry out the conversation with your examiner as if he were an ATC you were talking with (or pilot, if you are an ATC)



www.practiceicaoenglish.com

A13

TEA PART 2B & 2C - Asking Questions & Giving Advice

In this part of the exam the candidate normally needs to provide a minimum of 2 responses to each situation.

Ask questions to find out more about the following situations

Example Situations

1. We have a situation; there is a suspicious passenger onboard.
2. We have a problem; three circuit breakers have tripped.
3. We have a problem; a passenger is having trouble breathing.

Examples Questions

Question Type	Example
Do...	Does he have a gun?
What...	What is he doing that is suspicious?
Where...	Where is he?
When...	When did you first see him?
How...	How long has he been being suspicious?
Who...	Who is he?
Why...	Why do you think he is acting suspiciously?
Are...	Are there any police officers on-board?
Is...	Is He upsetting passengers?
Have you...	Have you informed ATC?
Can you...	Can you ask him what he is doing?
Could you...	Could you ask him what he wants?

Give advice for the following situations

Examples Situations

1. We need some help; the landing gear warning light is on.
2. We need some help; we have an angry passenger.
3. I need some help; I'm losing control of the aircraft.

STRUCTURES OF ADVICE


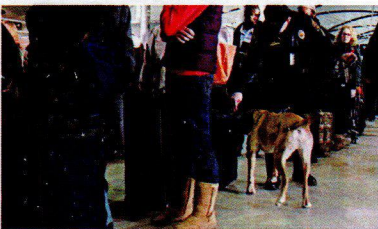
If I were you, I would...	If I were you I'd Inform ATC.
If...(repeat msg)... then	If (the landing gear warning light is on) then.....(use any of the following structures).
You should...	You should check the landing gear visually.
You ought to...	You ought to review the emergency brochure.
Why don't you...	Why don't you do a circuit check?
I suggest...	I suggest that you check your other instruments.
I recommend...	I recommend requesting advice from your co-pilots.
It might be a good idea to...	It might be a good idea to ask the passengers to put seats into upright position and put on seatbelts.

Orders – DO NOT USE OBLIGATORY PHRASES – USE THE ADVISE PHRASES ABOVE

Examples Orders (these can be used instead of or as well as advice)

You must...	You must review the pilots' flight brochure and follow the appropriate procedure.
You have to...	You have to request a low pass for visual check.
Check the...	Check that the hydraulic pressure for the landing gear
Go / continue to...	Continue to your destination and request visual check on arrival.
Inform...	Inform ATC of the situation.
Call a...	Call the emergency services.
Tell him / her to...	Tell the captain about the problem.
Request...	Request passengers to fasten seatbelts and put chairs in upright position.

TEA Part 3 – Describing and Comparing Pictures

<p>INTRODUCE THE PICTURE</p> <ul style="list-style-type: none"> • This is a picture of... • This picture shows.. 	<p>Example:</p> <p><u><i>This is a picture of</i></u> airport security <u><i>This picture shows</i></u> airport security</p>	
<p>What can you see in the picture?</p> <ul style="list-style-type: none"> • There is a/ are.... • I can see.... • We can see. 	<p>Examples</p> <p><u><i>I can see</i></u> people waiting in line. <u><i>There are</i></u> a lot of people in line <u><i>We can see</i></u> a lot of people waiting in line</p>	

NOTES:

Remember, when describing photos

1. Use as many adjectives as possible to describe the picture, (Size, Color)
2. Use vocabulary to describe the location of what appears in the photo. (Top, Bottom, Left side, Right side, Corner, Background, Foreground, Middle, Center)
3. Use prepositions to talk about where things appear in relation to other things. (Next to, Beside, In front of, Behind, Above, Below, Around, Inside, Outside)

[illegible]



EXAMPLE DESCRIPTION



A



B

Example Description – PHOTO A

Picture A is a picture of airport security. I can see a lot of security employees and a few passengers. In the middle of the photos We can see some metal detectors and some x-ray machines. On the left side of the picture, there is a person collecting his things. On the right side of the photo, in the lower right corner, we can see a security agent speaking with a passenger. In the foreground there is a portable/moveable/temporary wall. In the background in the top of the picture we can see some signs showing the way to the gates.

PRACTICE: Describe photo B



COMPARING PICTURES

IS ANYTHING THE SAME:

- Both pictures show airport security
- In both pictures, there are a lot of people
- Both pictures were taken inside an airport

IS ANYTHING DIFFERENT:

- In picture B, they are using a sniffer dog to check luggage and in picture A they are using x ray machines and metal detectors.
- In picture B, we can see that there is a Police Officer and in photo A, we can see airport security personnel.
- In picture B, It appears that the airport is much busier than in photo A.

When talking about similarities and differences, use comparative forms if possible.

- Larger than..... / Smaller than.... / More dangerous than... / Faster than.... / Slower than...

Use vocabulary to give a degree.

- Much bigger / a little more dangerous / much more dangerous than / less dangerous than / a lot faster than..

TIPS

- When you are asked about similarities, **FOCUS** on the things that are the same. **DO NOT** talk about things that are different.
- When you are asked about differences, **FOCUS** on the things that are different. **DO NOT** talk about things that are the same.
- When you are answer questions about the photo, keep your response short and simple. **DO NOT** try to extend your answer in this part of the test.
- Remember **VARIETY** of vocabulary is important. Try to use different vocabulary when possible. For example, Adjectives, Prepositions that we mentioned above.



What is happening in the picture? (*Present Continuous*)

The person is/ The people are...

The plane is/are....

There is / are...

Example

Security personnel **are checking** passengers and passenger bags.

Passengers **are arriving** to the airport and **are going** through the security checkpoint.

What do you think happened before? (*Structure of possibility*) + (*Simple Past*)

I think that...

It's likely that...

Maybe

Perhaps the...

It's possible that...

What do you think will happen next? (*Structure of possibility*) + (*Future-will*)

I think that...

It's likely that...

Maybe

Perhaps the...

It's possible that...

Examples

I think that passenger **will continue** through security and **maybe** they **will go** to their gate.

It's possible that security **will find** something illegal and **perhaps** they **will call** the police.

Aircraft / Airport	Navigation	Security	Flight Operations
rudder brakes cargo hold conveyor belt debris engine fan blade flaps running out of fuel running low on fuel fuel flow fuel gauges fuel truck fuselage landing gear nose gear propeller radar screen restart engine runway threshold tail plane terminal gate thermostat tires tower tug undercarriage (landing gear) unknown object warning light wheel well wind screen windshield window blinds (persianas) perimeter fence	alternative route approaching ascending clear area cross ahead crossed our heading descending destination airport divert from your destination grounded high speed low pass on arrival overrun the runway prevent us proceed push back redirect route run up see clearly speed up slow down spacing standby take it around to tow taxiing truck to push us back turn around unable to continue	aggressive young man angry armed to attack bags have been stolen behaving strangely bomb on board bomb threat calm (subj) down causing problems drunk passenger gun hit passenger hit a member of the crew metal detectors X-Ray machine passengers are fighting restrained (contenidos) suspicious passenger sniffer dog terrorist unruly passenger violent passenger weapon	bank left/ right carry out (realizar) caused clearance computer screens copy message delayed detach / attach distress signal (signo angustia) engine is running extend flaps false readings gear jammed (fren Atascado) gone down basado gone off se fue to get rid of something (para desahucarse de algo) increase thrust inform ATC lasted about ten seconds (dura Aprox 10) leave the airplane manual control manually release pitch down radio interference retract / extend runaway clearance stand by switched off turn around time slot

<i>Flight Safety</i>	<i>Non-routine situations</i>	<i>Weather</i>	<i>Health</i>
loud background noise bird strike burnt / burned burning has caught fire to crash to collide to damage declare an emergency. emergency services an explosion fire brigade fire extinguisher fire resistant material flame out flames and smoke flock of birds fumes ignite ingested a bird liquid on the floor losing control medical team police services security services put out a fire a spark warning light	alarm has just gone off animal incursion back online being forced to land. have/ has blown over have/ has blown out burst tire circuit breakers have tripped (TROUBLE) compressor stall cracked his head has collided with another plane. has flown into it's gone dark fluid leak lightening systems failure lost all power lost cabin pressure. to malfunction over heating power transients radio has gone down. reboot the system severe vibration shut down skidded off slid off the runway something wrong. stuck at 90 degrees to be stuck to be jammed out of order suspicious shape	aqua planed de-icing earthquake flood fog / foggy heavy fog gusts of wind hailstorm hurricane icing up lightning strike moderate turbulence bumpy air pressurization severe turbulence snow standing water thunderstorm tornado visibility volcano wind shear Charlie Bravo CB	cracked his head bleeding coughing blood cuts and bruises to be dehydrated disabled passenger diabetic distressed passenger experiencing dizziness fatigue feeling sick have a fit heart attack heart problems in labor ear pain not conscious panicking quarantine receiving some first aid seizure <i>Convulsion</i> serious injuries severe chest pains stomach pains trouble breathing unconscious badly injured burned himself very upset to feel unwell to treat an illness serious bruising

International House Bogota - Recommended Resources for Aviation Listening Practice /
Aviation Phraseology / Study Books

- **Aviation Listeners.com--Your best source of Aviation English**

aviationlisteners.wix.com/aviationlisteners

REAL LIFE audios with exercises and transcripts to make you a professional of the ... Practice your **Aviation English Listening Skills** by working the exercises that ...

- **Aviation English Video Comprehension Part 2 - YouTube**

www.youtube.com/watch?v=L-0rzzPYWKc

Jul 24, 2011 - Uploaded by icaoenglish

In this video lesson you will **listen** to the ATC communication and to the Captain and take notes. You will then ...

- **Aviation English for Pilots | Aviation English Blog**

aviationenglishblog.com/english-for-pilots

Pilots usually travel alot and don't have access to an **Aviation English** teacher. Often they have completed the books, **listened** to **audios** but are still needing to ...

- **Aviation English - English Language course for pilots and ...**

www.macmillanenglish.com › Home › Course

Aviation English - New coursebook from Macmillan Education for Pilots and Air ... The accompanying CD features **audio** recordings for the **listening** activities as ...

- **Practice listening comprehension for ICAO English tests ...**

aviationenglishasia.wordpress.com/.../practice-listening-comprehension

Aviation English, CX ICAO English test, free **aviation english** ... you can practice **listening** comprehension by playing the **audio** file below.

- **Test of English for Aviation - TEA**

www.tea-test.com/

Test of **English** for **Aviation** - TEA - ICAO Level 4. ... T.E.A. is: designed to assess a candidate's spoken and **listening** ability according to the ICAO ... N.B. The quality of the pre-recorded **audio** in the examples above is lower than in the real test.

- **free aviation english exercises | Aviation English Asia Blog**

<https://aviationenglishasia.wordpress.com/.../free-aviation-english-exercis...>

Posts about free **aviation english** exercises written by Michael Egerton and ... In this article you can practice **listening** comprehension by playing the **audio** file ...

- **Aviation English Listening - Parts Inside the Aircraft | Inglês ...**

inglesaviacao.com/parts-inside-the-aircraft/

- **VAS Aviation Youtube Channel**

https://www.youtube.com/channel/UCuedf_fJVrOppky5gl3U6QQ

AVIATION SPECIFIC RESOURCES

<http://aviationenglishblog.com/aviation-grammar/>

English grammar – presented in video lessons

<https://www.aopa.org/training-and-safety/air-safety-institute>

Air Safety Institute. This site has a lot of great educational videos related to aviation which can help build and improve your vocabulary as well as your listening comprehension.

<https://www.youtube.com/watch?v=5aGDh1rpzJ0k&list=PLDE78C94C0A0C7D4A>

Real Pilot Stories – YouTube Playlist.

<http://www.pilotedge.net/audio/today> - Audios most related to the TEA exam, however, there is no transcript to help you understand.

<https://soundcloud.com/pilotsluency> - Audios most related to the TEA exam, however, there is no transcript to help you understand.

GENERAL ENGLISH COMPREHENSION

<http://www.ello.org> General English Listening website with many different topics. Try searching for “health” or “weather”, “security”, “aviation” for example.

<https://speechyard.com/english-exercises-and-games/> -- This site includes a variety of activities that makes listening fun. You can watch movies or short videos. If you don't understand a word, click on the word and you will see the definition.

<https://www.esl-lab.com/> - Huge collection of listening activities on a large number of different topics.

<https://www.youtube.com/> - Search “speakout” intermediate, upper intermediate, advanced, etc... - AUTHENTIC GENERAL ENGLISH

<https://youglish.com/> - Use this site for listening comprehension for specifically difficult sounds.

<https://yohasebe.com/tcse/> - Use this site for listening comprehension for specifically difficult sounds.

<http://tubequizard.com/> - This site allows you to focus on listening to specific grammar structures. Choose youtube video with “cc”, copy and paste the url in tubequizard.



Throughout the three sections of the test the examiner assesses the candidate's ability based on the following six ICAO language proficiency requirements: **Pronunciation, Structure, Vocabulary, Fluency, Comprehension and Interactions**. The candidate is awarded a score of 1 - 6 for each of the six skills.

The candidate is asked a series of questions on common, concrete and work-related topics relating to his/her aviation background.

TEA- PART 1. Questions about Pilot

1. What is your job?
2. What do you like about your job?
3. Do you find your job stressful? (why?)
4. What's the best thing about your job?
5. And what's the worst thing?
6. When did you first decide you wanted to be a *pilot* or *controller*?
7. What are your future plans?
8. What would make your job better?

B1

NOTES:

1. **Introduction:** This report provides a comprehensive overview of the project's progress, highlighting key achievements, challenges, and future plans. The project has been successfully completed, and the results are presented in this report.

2. **Project Overview:** The project was initiated in January 2023 and is scheduled to be completed by December 2023. The primary objective of the project is to develop a new software application that will streamline the workflow of the department. The project is managed by the Project Manager, who is responsible for ensuring that the project is completed on time and within budget.

3. **Project Scope:** The project scope includes the development of a new software application that will streamline the workflow of the department. The project is managed by the Project Manager, who is responsible for ensuring that the project is completed on time and within budget.

4. **Project Progress:** The project has been successfully completed, and the results are presented in this report. The project has been completed on time and within budget, and the results are presented in this report.

5. **Project Results:** The project has been successfully completed, and the results are presented in this report. The project has been completed on time and within budget, and the results are presented in this report.

6. **Project Conclusion:** The project has been successfully completed, and the results are presented in this report. The project has been completed on time and within budget, and the results are presented in this report.

7. **Project Recommendations:** The project has been successfully completed, and the results are presented in this report. The project has been completed on time and within budget, and the results are presented in this report.

8. **Project Appendix:** The project has been successfully completed, and the results are presented in this report. The project has been completed on time and within budget, and the results are presented in this report.

9. **Project Acknowledgments:** The project has been successfully completed, and the results are presented in this report. The project has been completed on time and within budget, and the results are presented in this report.

10. **Project References:** The project has been successfully completed, and the results are presented in this report. The project has been completed on time and within budget, and the results are presented in this report.





TEA
**TEST OF ENGLISH
FOR AVIATION**

- NOTES:**

This image shows a single sheet of white paper with horizontal blue lines, similar to standard notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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TEA
**TEST OF ENGLISH
FOR AVIATION**

- NOTES:**

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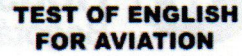


1. What is your job?
2. Why did you choose to be a *pilot* or *controller*?
3. What do you like about your job?
4. Is there anything you don't like about your job?
5. Was the training to be a *pilot* or *controller* hard? (Why? Why not?)
6. What aircraft would you most like to fly? (Why? Why not?)
7. What is a typical day as a *pilot* or *controller*?
8. Are there any things you would like to change about your job?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.


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1. What's your name and date of birth?
2. What do you like about your job?
3. How does your family feel about your job?
4. What aircraft would you most like to fly?
5. What is the best thing about being a pilot?
6. Did you ever have any doubts about becoming a pilot?
7. How long do you need to prepare an aircraft before departure?
8. How many different types of aircraft have you flown in your career?

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue or grey lines across its entire width. The lines are uniform in thickness and color, providing a standard template for handwriting practice or general note-taking. There are no margins, text, or other markings present on the page.

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1. How did you become interested in aviation?
2. What do you do to maintain your health?
3. What is the most difficult part of your job?
4. What happened during your first solo flight?
5. What was the most difficult part of becoming a pilot?
6. What do you do to improve your flying skills?
7. How often do you have training courses?
8. What is your favourite route?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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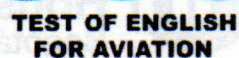


- every flight?

B7





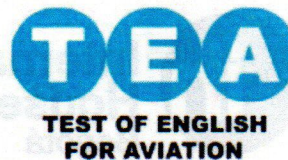


1. What does a military pilot or controller do?
2. What is different in military aviation from commercial aviation?
3. When did you decide you wanted to work in aviation?
4. When did you decide you wanted to be part of the military?
5. What's your favorite part of your routine?
6. When is your job most stressful?
7. What types of people are easier to work with?
8. How do you deal with personality issues in your job?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

B9





1. What do you do for a living?
2. What kind of extra training do you need to be a military pilot or controller?
3. Can you please explain how you get promoted?
4. What kinds of reports are necessary in your job?
5. What is the most exciting part of your job?
6. And what's the most boring part?
7. How often do you need to have additional training?
8. How hard is it to stay up-to-date with new policies and procedures?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

B10



2A

1. Visibility is very poor because of fog. All planes are grounded until further notice. (ATC)
2. We have a fuel leak, request emergency evacuation. (Pilot)
3. We have received your distress signal, you are clear to land on runway 3. (ATC)
4. A passenger on board has just had a heart attack. Request emergency services. (Pilot)
5. Copy your last message. Make a low pass over runway 23 for a landing gear check. (ATC)
6. I can't issue take off clearance. There is a horse on the runway. (ATC)

2B

1. It seems that our left main landing gear is jammed. We have contacted maintenance. We need to delay our take off and proceed to holding area in order to carry out a complete check.
2. Our Landing gear is down but we do not have a green light. We believe the landing gear has failed to lock. We have completed our check list; however, the problem has not been resolved. We need to make a low pass near the tower to have the undercarriage checked.
3. We are unable to extend flaps beyond 10 degrees. We are making a slow decent for an emergency landing. Request high speed flat approach to runway 26.
4. We have aquaplaned due to standing water on the runway, which caused a tire blow out on the main gear and we have skidded off the runway. We need passenger steps and buses to take passengers to the terminal.

2C

1. We need some help. There has been an explosion.
2. We have a problem. A passenger is having trouble breathing.
3. We need some help. The landing gear warning light is on.

2A

1. Visibility is very poor because of fog. All planes are grounded until further notice. (ATC)
2. We have a fuel leak. Request emergency evacuation? (Pilot)
3. We have received your distress signal. You are clear to land on runway 3. (ATC)
4. We have engine problems. Request decent to 2000 feet in order to restart the engine. (Pilot)
5. A passenger has become dehydrated. Please have a medical team available on the ground. (Pilot)
6. We did not copy your last message. Are you descending to use fuel? (ATC)

2B

1. We are transporting hazardous chemicals and we have a fire warning in the cargo hold. We are unable to make a visual inspection. We are declaring an emergency and priority landing. We need fire and rescue services to meet us on landing.
2. We had a bird strike to the windshield. The windshield has cracked and the cockpit is becoming depressurized. We need to divert to the alternative airport for immediate assistance. We have 100 souls on board and 2 hours of fuel.
3. We need to cross taxiway KILO, but we can't see good because it's so foggy. We are at a full stop. Can you advise us when it is clear to cross?
4. We have a system failure. Our lights are not working and our displays are down. We can continue to our destination. However, we will need maintenance to check the problem on arrival. I think it is an electrical problem.

2C

1. We have a situation. There's been an explosion.
2. We have a situation. A passenger is trying to enter the flight deck.
3. We have a situation. We've lost cabin pressure.

2A

1. We're going to be delayed for a while. The tug seems to have broken down. (Pilot)
2. The brakes are overheating. Request permission to return to the stand. (Pilot)
3. We have a fire warning on the main gear. Request emergency landing. (Pilot)
4. C23, abort your take off, you have smoke coming from one of your engines. (ATC)
5. Take-off aborted due to tire blowout. We slid slightly off the runway. (Pilot)
6. There is a heavy fog over the aerodrome diverting all traffic. (ATC)

2B

1. We have a distressed passenger. He's asthmatic and has packed his inhaler in the hold. We don't appear to have a doctor on board. This guy's having lots of trouble breathing. We request emergency services on arrival.
2. Be informed, weather balloon drifting across your path from right to left, Level unknown, but it's approximately 4 miles north-east of your current position.
3. I can't issue take off clearance, there seems to be a problem. The airbus 320 has stopped on the runway. We have ground services responding, but your take-off will be delayed.
4. There are heavy storms approaching the vicinity of the airport. Also, severe wind shear reported at 800 feet during the last 30 minutes. I suggest you delay your departure.

2C

1. I have a problem; I can't see clearly.
2. We have a problem; something is wrong with the thermostat.
3. We need some help; we can't get the computer screens to work

2A

1. The de-icing machines are not working. We're unable to continue our course.
(Pilot)
2. We cannot see you on the radar. Can you confirm your position? (ATC)
3. This runway is closed due to a flock of birds. Please use runway 02. (ATC)
4. Encountered severe turbulence. Request ambulance on arrival. (Pilot)
5. We've hit an unexpected storm. Request return to aerodrome. (Pilot)
6. We didn't copy the last message. Are you descending, or leveling off? (ATC)

2B

1. FedEx 511 you have overshoot the designated exit point of the runway. Your exit point was taxiway Charlie. Please expedite a 180 turnaround at Lima and report when complete.
2. We have been advised that there is an unknown object blocking the runway approximately 100 meters ahead of you. Ground crew has been alerted. Please exit the runway immediately via the exit to your right. Taxiway C3
3. We are experiencing depressurization at flight level 250, current heading 160. We are declaring an emergency and are diverting to our alternate airport for an emergency landing. Please have rescue services standing by.
4. Clearance for landing is denied. Runway 23L is closed for cleanup because of an oil spill. Maintain and hold at your current altitude. Your delay for landing will be approximately 10 minutes. Please prepare for landing runway 26R.

2C

1. We have a situation. There's a passenger shouting at me.
2. We need some help. We think we smell gas.
3. I have a problem. I don't know which terminal to go to.

2A

1. Vietnam Airlines 365 hold short of runway 19 Left (ATC)
2. We have to wait for another aircraft to vacate our stand (Pilot)
3. Egypt Air 581 go around immediately, vehicle on runway. (ATC)
4. 320 requesting tow from taxiway Mike to apron. (Pilot)
5. Seems to be some metal debris 400 hundred meters from the threshold of runway 19r. (Pilot)
6. Backtrack, runway 25 Left, line up and wait. (ATC)

2B

1. There seems to be an airport van parked on the side of the taxiway about 400 meters ahead. It looks like they are working on the lighting. Can you instruct them to clear the taxiway please?
2. We are unable to push back at this time. One of our passengers is a no show and we have to unload his baggage. We will call back as soon as we are ready.
3. The incoming aircraft had a tire blowout during a rather hard landing with maximum breaking and the engineers are changing it now.
4. The new runway in use is 04 Right, remind all incoming flight to the proximity of the factory chimneys at 230 ft, 2 miles out, off set 500 meters from the approach path.

2C

1. We have a problem. There are fumes in the cockpit.
2. We have a problem. The cargo door appears to be stuck.
3. We need some help. We can't get the computer screens to work.



2A

1. Boarding is almost completed, we should be ready to push back in five minutes. (Pilot)
2. Taxi with caution, as the airport is very congested. (ATC)
3. You may experience some light rain during the final descent. (ATC)
4. Gusty winds have been reported on the approach path. (ATC)
5. We are climbing from flight level 070 to flight level 140. (Pilot)
6. Request turn left to avoid weather. (Pilot)

2B

1. Taxi with caution at the intersection of Golf and Kilo, Fireman are carrying out exercises in the vicinity
2. We are waiting for a disabled passenger to be brought by minibus, we will be ready for push back as soon as he arrives.
3. We've just encountered a very severe hailstorm descending through 9r thousand feet. The first officer's visibility is very restricted and we will need to reduce speed.
4. We had a fire warning from engine number 2 a few minutes ago. The engine has been shut down. We have no more signs of fire. We'll need a few minutes to make sure the situation is stabilized before making our approach.

2C

1. We need some help. There's been an explosion.
2. We have a situation. A passenger is trying to enter the flight deck.
3. We need some help. We can't get the computer screens to work.

Short Recordings – Examples for practice

1. We have sunk in sand, request a tractor to tow us out.
2. We cannot extinguish the fire, we need priority for landing.
3. There is traffic above you, descend to 12,000 feet immediately.
4. The flightdeck is full of smoke, we can't see clearly.
5. We cannot see you on the radar, can you confirm your position?
6. The emergency vehicles are standing by, clear to land at runway 3.
7. We can't hear anything, we are transmitting blind due to a receiver failure.
8. We have extinguished the fire in the cabin, everything is back to normal.
9. we'd like to start up quickly please, we have livestock in the hold.
10. We have aquaplaned off the runway, can you send the buses for the passengers?
11. I cannot hear what you are saying, please say each word twice.
12. We have extinguished the port engine fire, the emergency situation is over.
13. You are on course for a collision, pull up immediately.
14. The runway has closed due to snow, diverting all traffic.



Short Recordings – Examples for practice

1. We have sunk in sand, request a tractor to tow us out.
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14. The runway has closed due to snow, diverting all traffic.

Short Recordings – Examples for practice

23. The flight engineer has now recovered, we are able to continue to our original destination.
27. The first officer has had a heart attack, request immediate clearance to land.
28. We need a doctor on arrival, passenger has fallen and is not able to move.
29. A bag fell on a passenger's head, she has a concussion.
33. We've been through extreme turbulence and several passengers are injured.
34. We have a medical update, the sick passenger is better now.
35. The cabin crew are carrying out mouth to mouth resuscitation.
36. A passenger has died so we will need some assistance after landing.
37. The flight crew have food poisoning, request return to base.
40. A passenger has fallen over and broken their arm.
41. Two of our engine are overheating and we are losing altitude.
42. Runway 32 Left is not in use, there is standing water at the thresh hold.

Short Recordings – Examples for practice

1. Our windscreens cracked because of a bird strike, we need to descend immediately.
2. Hold your position, traffic is crossing your taxiway from left to right.
3. Copy your message about the dead passenger, we'll have medical assistance standing by.
4. We are passing through a thunderstorm, we could not avoid it.
5. To avoid military activities, you need to take a northerly heading.
6. Can we have holding zone to check our nose gear, we think it's not retracted.
7. I'm declaring a medical emergency, where is the nearest aerodrome?
8. I saw an animal on the thresh hold of the runway so I couldn't land.
9. We have limited visibility, can we have vectoring for an ILS approach?
10. The fighter has now flown away from us, do we have permission to continue our current course?

-----PART 2C-----

11. (Situation 1) We have a problem, a passengers health is not good.
12. (Situation 2) We have a situation, a red light's come on.
13. (Situation 3) We have a problem, there's a strong smell in the cabin.

-----PART 2C-----

14. (Situation 1) We need some help, we have a very drunk man here.
15. (Situation 2) We need some help, it's difficult to steer the vehicle.
16. (Situation 3) We need some help, I cannot understand what he said.



Short Recordings – Examples for practice

3. We just come through some bad turbulence, we need to check if the passengers are ok.
4. The first officer has a severe head injury, request diversion to the nearest aerodrome.
6. We have experienced wake turbulence, has separation been maintained?
7. We suspect a bird struck the engine, making a forced left turn.
8. There are two men acting suspiciously, inform the security services.
9. A passenger has a nosebleed and we can't treat it.
10. We are running low on fuel, can you confirm we are number 1 for landing.

-----PART 2C-----

11. (Situation 1) We have a problem, we cannot move.
12. (Situation 2) We have a situation, there is a man shouting at me.
13. (Situation 3) We have problem, one of the passengers is being sick.

-----PART 2C-----

14. (Situation 1) We need some help, we can't hear anything.
15. (Situation 2) We need some help, we are feeling very stressed.
16. (Situation 3) We need some help, the computer system has gone down.

TOP
UPPER

TOP
RIGHT
corner

LEFT side

RIGHT side



Bottom
Lower









REUTERS

TEA - PART 3 Discussion Questions – Related to both pictures – pre-prepare questions related to the photos you will be discussing.

ATC

Why is ATC important to a pilot?

When does a pilot need to be in contact with ATC?

How can the communication improve between ATC and an aircraft?

Why does ICAO want a minimum level of English for pilots and controllers?

NOTES:

Blank lined area for notes or calculations.

D48

Ground

Does a pilot need to be familiar with an airports layout? (Why?)

Is the layout of airports / aerodromes important? (Why?)

Has the layout of airport / aerodromes different now compared to the past?

NOTES:

[illegible]

✱ Fire and Smoke

What can cause fire on board an airplane?

Can you describe what equipment can be used to control a fire?

Why is fire so dangerous in aviation?

How would a pilot deal with smoke in the passenger compartment?

NOTES:

D49

✧ Interference

How can animals interfere with aviation?

How can aviation reduce the risk of animal interference?

Should passengers be worried about bird strikes? (Why? / Why not?)

NOTES:



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FOR AVIATION**

Health

- Is the health of a pilot important? (Why?)
- What can affect the performance of a pilot?
- Is it dangerous for a pilot to become fatigued? (Why?)
- What causes stress for passengers when travelling?
- What types of passengers might have health problems during flight?
- What effect can coffee or alcohol have?
- What medical problems can not moving cause?
- Why do people sometimes return from holiday with a cold?
- How can you help yourself if you find changes in air pressure painful?
- What causes dehydration? How can it be avoided?
- How can passengers with health problems generally help themselves?

NOTES:

D50



Technical

What are NOTAMS? And how are they used?

How can NOTAMS be improved?

Is flying easier today than in the past?

NOTES:

[illegible]

D51

Weather

What is the best weather for flying?

What problems can the weather cause for flying?

What is the worst weather for flying?

NOTES:

[illegible]



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**TEST OF ENGLISH
FOR AVIATION**

Human

How can terrorism affect aviation?

What can airports do to reduce the risk of terrorism?

How does the terrorist threat to aviation today, compare with that of the past?

What types of difficult passengers might you encounter during a flight?

How do you deal with difficult passengers?

What is the most difficult passenger you have ever had to deal with / heard about?

NOTES:

D52



Environment

How does aviation affect the environment?

How can aviation's effect on the environment be reduced?

In the future do you think the environmental effects of aviation will increase or decrease? (Why?)

NOTES:

[illegible]

D53

Airport Location

What are the important considerations when planning a new airport?

Is it better to build new airports or expand existing ones?

What is the best place to build an airport?

How can the expansion or construction of airports affect local residents?

NOTES:

[illegible]

Air Travel Future Development

What future plans are there regarding the development of air travel / airports over the next 10 years?

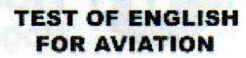
How are customers' needs and expectations changing over time?

What is your opinion on the need for future development?

NOTES:

D54





What is minimum vertical separation? Why is it used?

D55



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**TEST OF ENGLISH
FOR AVIATION**

Take-off and Landing

Which is the most challenging for a pilot, take-off or landing?

Which weather conditions are the most dangerous for take-off and landing?

How do you take off in bad weather conditions?

Do some airports present specific challenges when taking-off or landing?

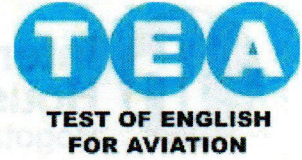
What kind of safety information do you require before take-off or landing?

How do you do land a plane in an emergency?

NOTES:

D56





What future security problems can you imagine?

NOTES:

D57

