

CHAPTER 11

PO 129 – COMMUNICATE USING THE PHONETIC ALPHABET AND NUMBERS



ROYAL CANADIAN AIR CADETS

LEVEL ONE

INSTRUCTIONAL GUIDE



EO M129.01 – RECITE THE PHONETIC ALPHABET

Total Time:	30 min
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INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching points for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- prepare a suitable classroom area; and
- gather whiteboard markers.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The group activities were selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recite the alphabet and numbers phonetically.

IMPORTANCE

It is important to know how to properly say the alphabet and numbers while communicating over a radio. This knowledge will help avoid confusion through the pronunciation of letters and numbers and the misinterpretation of messages. Cadets can use this information during flying and aircrew survival training.

Teaching Point 1**Describe the Phonetic Alphabet**

Time: 7 min

Method: Interactive Lecture

PHONETIC ALPHABET

The phonetic alphabet is used because letters that sound similar might be confused when said over a radio. An example of similar sounding letters is “**M**” and “**N**”. Therefore, each letter of the alphabet is associated with a word that is easily understood over the radio.

The phonetic alphabet is as follows:

- A – Alpha
- B – Bravo
- C – Charlie
- D – Delta
- E – Echo
- F – Foxtrot
- G – Golf
- H – Hotel
- I – India
- J – Juliet
- K – Kilo
- L – Lima
- M – Mike
- N – November
- O – Oscar
- P – Papa
- Q – Quebec
- R – Romeo
- S – Sierra
- T – Tango
- U – Uniform
- V – Victor
- W – Whiskey
- X – X-ray

- Y – Yankee
- Z – Zulu

Use of the phonetic alphabet can be heard on a familiarization flight when the pilot communicates the aircraft's call letters to the tower.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Why is the phonetic alphabet used?
- Q2. How is "Y" pronounced using the phonetic alphabet?
- Q3. How is "H" pronounced using the phonetic alphabet?
- Q4. How is "R" pronounced using the phonetic alphabet?

ANTICIPATED ANSWERS

- A1. To avoid confusion between letters that sound alike.
- A2. Yankee.
- A3. Hotel.
- A4. Romeo.

Teaching Point 2

Identify the Phonetic Numbers

Time: 3 min

Method: Interactive Lecture

PHONETIC NUMBERS

Phonetic numbers are used to avoid misunderstandings when using radio communication. Numbers are enunciated in the following manner:

- 0 – Zee-ro
- 1 – Wun
- 2 – Too
- 3 – Tree
- 4 – Fow-er
- 5 – Fife
- 6 – Six
- 7 – Seven
- 8 – Ait
- 9 – Nin-er

Numbers are always spoken as single digits, except for whole thousands. For example, 5280 would be spoken “fife too ait zee-ro” and 5000 would be spoken “fife tou-sand.”

Symbols are spoken out as words over the radio; e.g. the word decimal, pronounced “day-see-mal”, is used where there is a number with a decimal point.

Air traffic controllers use phonetic numbers to communicate to pilots what runway to use when taking off and landing.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How is the number one pronounced?
- Q2. How is the number four pronounced?
- Q3. How is 1289 pronounced?
- Q4. How is 629.03 pronounced?

ANTICIPATED ANSWERS

- A1. Wun.
- A2. Fow-er.
- A3. Wun too ait nin-er.
- A4. Six too nin-er day-see-mal zee-ro tree.

Teaching Point 3

Conduct Activities Involving the Phonetic Alphabet and Numbers

Time: 12 min

Method: Activity

ACTIVITY 1

Time: 5 min

OBJECTIVE

The objective of this activity is for cadets to spell out their name using the phonetic alphabet.

RESOURCES

- Whiteboard.
- Whiteboard markers.

ACTIVITY LAYOUT

- Split the class into two teams.
- Alternating teams, have each member spell their first and last name using the phonetic alphabet.
- Give each member a number to pronounce as well.

- For each member that spells their name correctly and provides the correct pronunciation for the number, give the team two points (one point for their name and one point for the number).
- The team with the most points wins the game.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

While the activity is taking place the instructor will supervise, correct the cadets and record the points on the whiteboard.

ACTIVITY 2

Time: 7 min

OBJECTIVE

The objective of this activity is to solve hangman words and phrases by asking for the letters and numbers phonetically.

RESOURCES

- Whiteboard.
- Whiteboard markers.

ACTIVITY LAYOUT

- Split the class into two teams.
- Choose a word or phrase and write the number of blanks on the whiteboard; incorporate numbers into the word or phrase (e.g. Mission Impossible 3).
- Draw the frame for the man to be hung on.
- Alternating teams, have each team choose a letter or number phonetically.
- If the letter or number is in the word or phrase, write it in the proper blank.
- If the letter is not in the word or phrase, draw the head on the frame and write the letter on the board so it does not get chosen again.
- Continue drawing the head, body, arms, legs and feet each time a letter is not present in the word or phrase.
- The first team to guess the word or phrase wins.
- If the man is completely drawn before the word or phrase is guessed, both teams lose.
- As time allows, proceed with more words and phrases.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

While the activity is taking place, the instructor will supervise, correct the cadets, and act as a recorder for the game.

END OF LESSON CONFIRMATION

The end of lesson confirmation will involve the cadets writing a short story that should include at least five of the phonetic alphabet words. For example, “A man and a woman attended a dance class in **November** and learned how to dance the **tango**.” After three min, select a few cadets to present their stories to the class.

CONCLUSION

HOMEWORK/READING/PRACTICE

Short stories can be finished as homework if there is insufficient class time. A word search is included in the interactive handbook for the cadets to complete on their own time.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Knowledge of the proper way to use the alphabet and numbers is essential to ensure radio messages are transmitted and understood properly. This knowledge ensures the proper use of voice procedures during flying training and aircrew survival training.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A3-001 A-CR-CCP-263/PT001, *From the Ground Up: Millennium Edition* (2000). Ottawa, ON: Aviation Publishers.