

## Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Defining Fire	Textbook excerpt	burn, combustion, fire, flame, flammable, fuel, heat, ignite, light, oxidation, oxygen, smoke, spark	Adding information
2	Types of Fire	Poster	chemical, conductor, electrical, friction, gas, liquid, mechanical, molecule, nuclear, radioactive, solid	Correcting a misconception
3	Traits of a Firefighter	Job posting	aptitude, articulate, calm, courageous, dedicated, fit, flexible, problem solving, reliable, team player, technical, tolerant	Describing experience
4	Roles of a Firefighter	Advice column	company officer, EMT, fire chief, fire investigator, fire prevention officer, firefighter, hazardous materials technician, paramedic, rescue specialist, telecommunicator	Expressing surprise
5	The Department 1	Article	battalion, career, chain of command, full-time, fundraising, governing body, municipal, part-time, tax, volunteer	Expressing confidence
6	The Department 2	Webpage	ALS unit, apparatus, ARFF unit, BLS unit, brush fire response unit, combination unit, company, engine company, mobile water supply apparatus, quint, rescue company, specialty unit, truck company	Wishing someone luck
7	Personal Equipment	Memo	boot, coat, ear plugs, ensemble, fire shelter, gloves, goggles, helmet, hood, PPE, trousers	Stressing a point
8	Respiratory Protection	Catalog	cylinder, fume, harness, HUD, oxygen-deficient, PASS, point of no return, positive pressure, respiratory, SCBA, toxic, voice amplifier	Agreeing with an opinion
9	Tools	Poster	bolt cutter, carry-all, flat head ax, Halligan, handsaw, hydraulic spreader, irons, power saw, ram, rubbish hook, shovel	Confirming information
10	Types of Buildings	Report	apartment, barn, commercial, factory, garage, hotel, house, industrial, office, residential, skyscraper, story, warehouse	Expressing empathy
11	Parts of a Building	Fire damage assessment	attic, balcony, basement, ceiling, door, elevator, fire escape, floor, hallway, roof, room, stairs, wall, window, wing	Expressing frustration
12	Measurements	Chart	convert, degrees Celsius, degrees Fahrenheit, foot, imperial, kilogram, kilometer, kilopascal, meter, metric, mile, pound, PSI	Making an estimate
13	Common Hazards	Webpage	asphyxiation, burn, crush, death, exposure, fall, hazard, injury, overexertion, set on fire, strike	Expressing doubt
14	Safety Procedures 1	Email	attitude, complacent, habit, inactivity, preventative, proactive, safety triad, training, vicarious experience, vigilance	Describing a plan
15	Safety Procedures 2	Handbook excerpt	buddy, checklist, excessive, IMS, life safety, orders, report, retreat, risk management, SOP, take a risk, team	Giving a warning

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# 1 Defining Fire

## Get ready!

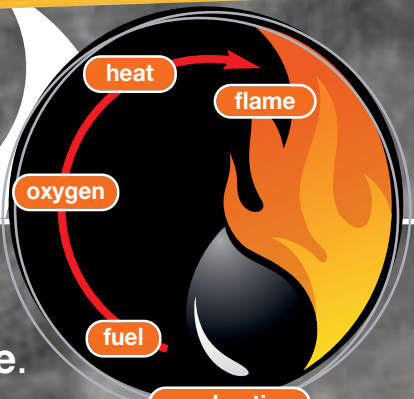
1 Before you read the passage, talk about these questions.

- 1 What are some ways to start a fire intentionally?
- 2 What can cause a fire?



## What is fire?

We all know that fire produces flames and smoke.



## But what causes fire?

Fire is the byproduct of **combustion**. This process requires enough **heat** to **ignite** a substance. Often, this is just a small **spark**. The process also needs a **fuel** that is capable of burning. The fuel must undergo **oxidation** to **burn**. That is, it must combine with **oxygen**. This combination of heat, fuel, and oxygen is what **lights** the fire. Then, the fire produces more heat, and the reaction continues.

Of course, some materials are more **flammable** than others. That's why matches and lighters contain particular fuels. Those substances are designed to ignite quickly and easily.



smoke

light

spark

ignite

## Reading

2 Read the textbook excerpt. Then, choose the correct answers.

- 1 What is the main idea of the excerpt?  
A fundamental methods for fighting fires  
B the most dangerous fuels for starting fires  
C the chemical process that produces fires  
D a comparison of different types of fires
- 2 Which of the following does fire NOT produce?  
A heat                      C smoke  
B flames                    D oxygen
- 3 What is true about fuels?  
A Some of them are more flammable than others.  
B They cannot combine with oxygen.  
C They are one result of fire.  
D Some fires start without them.

## Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- |            |                 |
|------------|-----------------|
| 1 __ heat  | 5 __ spark      |
| 2 __ fuel  | 6 __ oxygen     |
| 3 __ light | 7 __ combustion |
| 4 __ flame |                 |

- A a gas that is present in the air  
B a substance that can be combined with heat and oxygen to become energy  
C the perceptible high temperature that results from fire  
D the visible part of a fire in the form of rapidly moving light  
E the chemical reaction that occurs when heat, oxygen, and fuel are combined  
F to bring the necessary elements together to start a fire  
G a small particle of burning fuel that starts a fire

4 Fill in the blanks with the correct words or phrases from the word bank.

**Word BANK**

fire smoke oxidation flammable  
burned ignite

- \_\_\_\_\_ is the combination of oxygen and another substance.
- The man started a(n) \_\_\_\_\_ in the fireplace to heat the house.
- \_\_\_\_\_ substances are dangerous when they are stored near open flames.
- Neighbors couldn't see the flames, but they could see the \_\_\_\_\_.
- The family watched in horror as their house \_\_\_\_\_.
- A lighter is designed to \_\_\_\_\_ a fuel easily.

5 Listen and read the textbook excerpt again. Why are flammable substances useful?

**Listening**

6 Listen to a conversation between two students. Mark the following statements as true (T) or false (F).

- \_\_\_ The man defines oxidation incorrectly.
- \_\_\_ The woman is confused about the purpose of oxygen in combustion.
- \_\_\_ The man identifies several common flammable liquids.

7 Listen again and complete the conversation.

**Student 1:** I'm confused. What's the difference between oxidation and 1 \_\_\_\_\_ ?

**Student 2:** Well, oxidation 2 \_\_\_\_\_ combustion.

**Student 1:** So, oxidation is when the heat combines 3 \_\_\_\_\_ ?

**Student 2:** Not quite. It's when 4 \_\_\_\_\_ combines with the fuel.

**Student 1:** Oh, right. But the combination still needs 5 \_\_\_\_\_ to ignite the fuel.

**Student 2:** Exactly. And don't forget. 6 \_\_\_\_\_ ignite more easily than others.

**Speaking**

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*I'm confused.*  
*It still needs ...*  
*Don't forget ...*

**Student A:** You are a student. Talk to Student B about:

- the process of creating a fire
- a part of the process that confuses you
- an explanation of the process

**Student B:** You are a student. Talk to Student A about the process of creating fire.

**Writing**

9 Use the conversation from Task 8 to fill out the quiz on fire.

**Quiz #1 Elements of Fire**

Please describe how fire occurs.

A fire cannot start without the following factors: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ occurs when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ occurs when \_\_\_\_\_

\_\_\_\_\_

Some fuels are more flammable than others. That's why \_\_\_\_\_.

## Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Fuel Classifications	Textbook excerpt	alloy, Class A, Class B, Class C, Class D, Class K, classification, cooking fuel, electrical, metal, plastic, wood	Correcting oneself
2	Fire Extinguishers	Employ handbook	agent, antifreeze, clean agent, CO2, dry chemical agent, fire extinguisher, foam extinguisher, loaded stream, pressurized, self-expelling, stored pressure, water-based, wet chemical agent	Adding information
3	Sprinkler Systems	Advertisement	activate, automatically, deluge system, distribute, dry pipe sprinkler system, head, piping, pre-action system, residential system, sprinkler, valve, wet pipe sprinkler system	Answering a phone
4	Water Supplies	Email	aquifer, cistern, groundwater, main, manmade, natural, reservoir, spring, supply, surface water, tank, water table	Making a suggestion
5	Hydrants	Textbook excerpt	backflow, check valve, drafting, dry barrel, dry hydrant, fire hydrant, gate valve, outlet, plug, pump, water hammer, wet barrel	Talking about benefits
6	Hoses 1	Memo	appliance, attack hose, booster hose, coupling, fire hose, flow, hose bed, jacket, liner, nozzle, reel, soft suction hose, supply hose	Giving a reminder
7	Hoses 2	Seminar description	adapter, drag, extension pipe, fold, hose bridge, hose cap, hose carry, hose cart, hose load, hose roll, siamese, strainer, wye	Making a comparison
8	Parts of a Ladder	Maintenance checklist	beam, bed section, cleat, dog, fly section, halyard, heel, hook, ladder, rail, rung, sensor label, spur, stop, tip	Talking about possibilities
9	Types of Ladders	Textbook excerpt	aerial ladder, A-frame ladder, articulating boom, Bangor ladder, collapsible, configuration, extension ladder, fixed, folding ladder, ground ladder, hook ladder, staypole, stepladder, straight ladder, tower ladder	Expressing confusion
10	Ladder Safety	Safety poster	access, bridging, carry, dismount, elevated, leg lock, load limit, mount, position, raise, stability, victim removal, working length	Describing consequences
11	Ropes and Knots	Study guide	Becket bend, bight, clove hitch, dress, knot, loop, rope, round turn, running end, safety knot, set, shock load, snug, standing part, working end	Trying to remember something
12	Equipment Maintenance	Description	application, clean, decontaminate, document, functionality, inspect, maintain, repair, retire, selection, test, unintended, wear	Talking about condition
13	Detection Systems	Advice column	carbon monoxide, detection, fire alarm, fixed temperature, flame detector, gas detector, heat detector, ionization detector, manual system, notify, photoelectric detector, rate-of-rise, smoke detector	Expressing a preference
14	Emergency Communications	Job description	CAD, callback number, coordinate, database, deploy, emergency communication center, emergency telephone number, location, nature, pre-arrival instructions, prioritize, responder	Asking about job experience
15	Radio Procedures	Course description	brevity, duplex, interference, mayday, microphone, plain speech, push to talk button, signal code, simplex, tilt, transmit, two-way radio	Making an apology

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# 1 Fuel Classifications

## Know Your Fuel Classifications

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some types of fuel?
- 2 Why is it important for firefighters to know what kind of fuel is burning?

*Fires have different classifications based on the fuel that is burning. The classifications help determine what to use to put out a fire. Trying to put out flames with the wrong substance can make a fire worse. There are five different classifications.*



**A**

**Class A fire:** Fuel is solid combustible materials that are not metals.

- Fuels include **wood**, **plastic**, trash, cloth, etc.

**B**

**Class B fire:** Fuel is flammable liquids.

- Fuels include gasoline, oil, grease, etc.

**C**

**Class C fire:** Fuel is energized **electrical** equipment.

- Fuels include anything that plugs into an electrical outlet

**D**

**Class D fire:** Fuel is combustible **metals** or **alloys**.

- Fuels include potassium, sodium, aluminum, etc.

**K**

**Class K fire:** Fuel is **cooking fuels**.

- Fuels include cooking oils (vegetable or animal) and fats

### Vocabulary

3 Fill in the blanks with the correct words or phrases from the word bank.

**word BANK**

Class B plastic electrical  
cooking fuel alloy Class K

- 1 A damaged power cord on the television resulted in a(n) \_\_\_\_\_ fire.
- 2 The firefighters responded to a(n) \_\_\_\_\_ fire at a gas station.
- 3 Bronze is a(n) \_\_\_\_\_ which is composed of the metals tin and copper.
- 4 John panicked when the \_\_\_\_\_ he was using to fry fish caught on fire.
- 5 Firefighters determined the Class A fire was a result of burning \_\_\_\_\_.
- 6 Susan had a \_\_\_\_\_ fire at her restaurant, but it was put out quickly.

### Reading

2 Read the textbook excerpt. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ Fires are classified by the fuel that is burning.
- 2 \_\_\_ A Class C fire contains flammable liquids.
- 3 \_\_\_ Burning cooking fuels are classified as a Class K fire.

**4** Read the sentences and choose the correct words or phrases.

- Knowing fuel **plastics / classifications** is important for firefighters.
- Since **Class A / Class D** fires burn solids, they usually leave ash behind.
- Forest fires spread quickly since **alloy / wood** is highly flammable.
- Never use water to put out a **Class C / plastic** fire since it conducts electricity.
- Large pieces of **Class B / metal**, such as iron beams, do not usually pose a fire risk.
- A **Class D / Class K** fire is more likely to happen in a lab or industrial setting.

**5** Listen and read the textbook excerpt again. What are examples of Class B fuels?

## Listening

**6** Listen to a conversation between an instructor and a trainee. Choose the correct answers.

- What is the purpose of the conversation?
  - to describe the different classifications of fuel
  - to explain how to remember various fire classes
  - to decide the correct way to put out types of fires
  - to discuss classifications of flammable liquids
- What will most likely happen next?
  - the woman will ask the man to list Class K fuels
  - the man will describe the different Class B fuels
  - the woman will correct the man about Class C fuels
  - the man will clarify about the types of Class A fuels

**7** Listen again and complete the conversation.

**Instructor:** Let's go over some 1 \_\_\_\_\_ .  
Tell me what type of fuel burns in a Class A fire.

**Trainee:** That would be solid fuels that aren't 2 \_\_\_\_\_ .

**Instructor:** Such as ... ?

**Trainee:** Things like 3 \_\_\_\_\_ , \_\_\_\_\_ , or trash.

**Instructor:** Right. How about fuels for 4 \_\_\_\_\_ fires?

**Trainee:** Those are flammable liquids, such as 5 \_\_\_\_\_ and fats.

**Instructor:** The first part is right, the second part is wrong.

**Trainee:** Oh, sorry! I gave examples for 6 \_\_\_\_\_ fuels. I meant to say gasoline, oil, or grease.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Let's talk about ...*

*That would be ...*

*Now, how about ...*

**Student A:** You are an instructor. Talk to Student B about:

- types of fuel classifications
- an incorrect answer
- how to remember a type of fuel classification

**Student B:** You are a trainee. Talk to Student A about different fuel classifications.

## Writing

**9** Use the conversation from Task 8 to fill out the trainee's notes.

## Types of Fuel Classifications

**A** Class A: \_\_\_\_\_

**B** Class B: \_\_\_\_\_

**C** Class C: \_\_\_\_\_

**D** Class D: \_\_\_\_\_

**K** Class K: \_\_\_\_\_



## Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Responding to a Fire	Handbook excerpt	address, apparatus, AVL, deployment plan, fire station alerting system, flashing light, GPS, intersection, MSV, predetermined, siren, size-up, speed limit, traffic control system, unity of command	Showing understanding
2	Fire Suppression Basics	Course description	burst, combination attack, direct attack, douse, extinguish, fire ground, fog stream, indirect attack, plan of attack, put out, seat, steam out, thermal balance, vapor	Asking for more information
3	Structural Fire Suppression	Report	backdraft, building material, channel, compromise, contents, duration, flashover, isolate, occupancy, resource, spread, stage, structural integrity, ventilation	Expressing amazement
4	Ground Fire Suppression	Webpage	aerial firefighting, aircraft, aspect, contain, controlled burn, fuel spacing, intensity, large campaign fire, rate of spread, summon, topography, vegetation, weather, wildland fire	Describing a challenge
5	Vehicular Fire Suppression	Handbook excerpt	battery, bumper, electric vehicle, engine compartment, fuel leak, fuel tank, gasoline, hydraulic, PVC, reignite, trunk, vehicle	Giving a reminder
6	Search	Memo	adjacent, disorientation, entry point, forcible entry, hose line, primary search, priority, rescue profile, route, search, secondary search, two-in/two-out rule, vent enter search, visibility	Giving instructions
7	Victim Removal	Course description	aggravate, backboard, blanket drag, cradle carry, extremity carry, ladder removal, lift and drag, seat carry, spinal immobilization, stretcher, unconscious, victim	Expressing agreement
8	Entrapment	Newspaper article	collapse, cribbing, debris, entrapment, gas leak, hailing system, lean-to collapse, live wire, pancake collapse, shoring, tunneling, v-type collapse	Giving a warning
9	Motor Vehicle Rescue	Newspaper article	air bag, barrier, caution, cleanup, crash, disentangle, extricate, glass removal, power hydraulic tool, stabilize, traffic, work zone	Describing importance
10	Medical Response 1	Poster	airway, bleeding, breathing, circulation, consciousness, CPR, EMS, first aid, hospital, pulse, standard of care, triage, vital signs	Expressing urgency
11	Medical Response 2	Incident report	abrasion, amputation, avulsion, bodily fluid, chemical burn, first-degree, fracture, infection, laceration, puncture, second-degree, shock, smoke inhalation, third-degree	Describing severity
12	Terrorism and Disaster Response	Webpage	chemical spill, disaster, earthquake, explosive, flood, hurricane, incendiary agent, irritant, nerve agent, nuclear accident, populated, power outage, target, terrorism, tsunami	Giving a compliment
13	Salvage and Cause Determination	Handbook excerpt	arson, cause determination, clue, debris removal, depth of char, heat sensor, negligence, overhaul, point of origin, preserve, property, salvage, visqueen	Correcting a misconception
14	Firefighter Health	Newspaper article	core strengthening, critical incident stress, fitness, health screening, hydration, lifting technique, mental, nutrition, physical, rehab, resistance training, stress, warning sign, work hardening	Expressing relief
15	Prevention and Awareness	Press release	awareness, electrical hazard, evacuation drill, fire code, fire hazard, inspector, means of egress, no-knowledge hardware, public service announcement, revisit, safety container, school program, survey	Emphasizing a point

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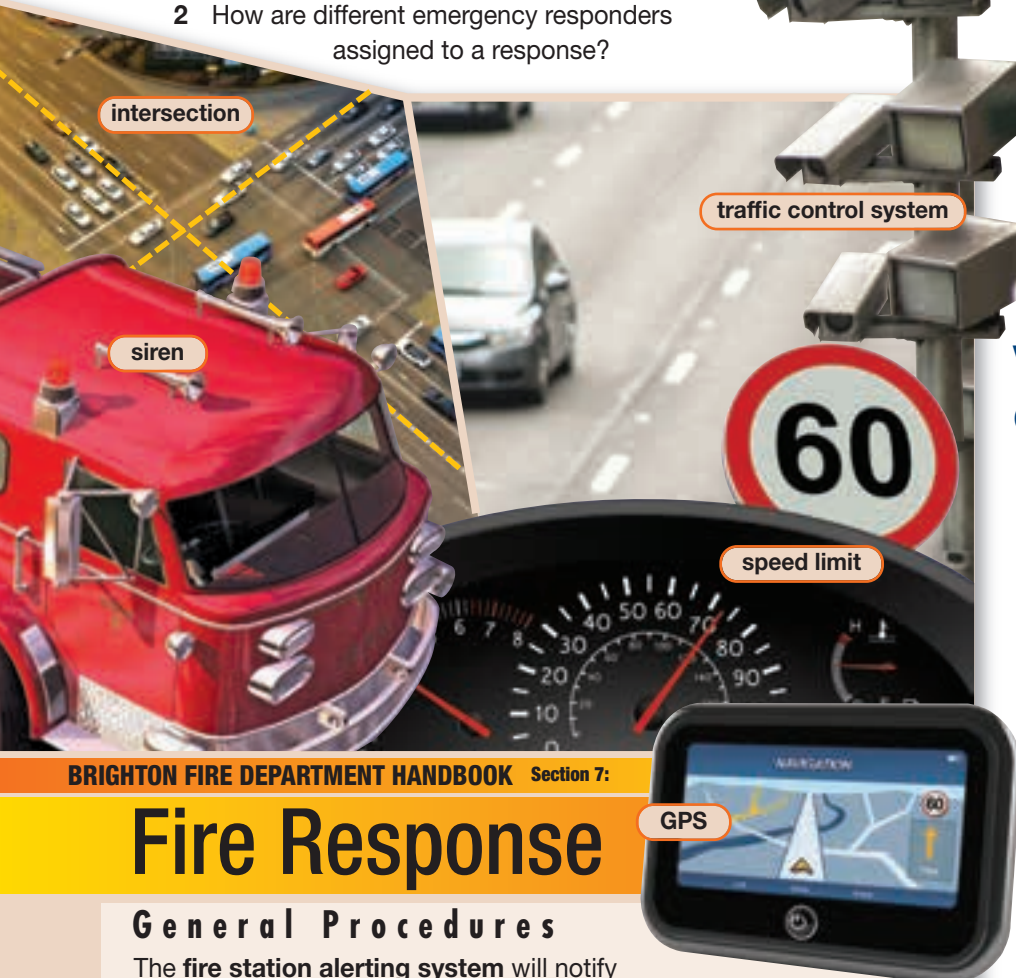
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# 1 Responding to a Fire

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 Is it important for firefighters to get to a fire quickly and safely?
- 2 How are different emergency responders assigned to a response?



BRIGHTON FIRE DEPARTMENT HANDBOOK Section 7:

## Fire Response

### General Procedures

The **fire station alerting system** will notify us when a fire is reported in our area. It will also provide the **address** of the incident in progress. Depending on the location and type of fire, we will enact a **predetermined deployment plan**. (See section 10, "Deployment Plans") The **AVL** will use **GPS** to determine where the nearest **apparatus** is. Depending on the situation, of course, multiple units may respond.

It is the responsibility of responding units to arrive quickly and safely. The **traffic control system** will assist you in avoiding stop lights. However, **siren** and **flashing lights** are required at all **intersections**. Note that the city ordinance does not allow responders to exceed the **speed limit** unless certain conditions are met. (See section 11, "City Ordinances")

The first unit to arrive must report a **size-up**. Include a description of the structure, visible signs of smoke or fire, nearby structures at risk, and any information about people inside. The unit commander will direct all other responding units to preserve **unity of command**. Control of the situation can be passed to a higher ranking official when the **MSV** arrives.

## Reading

2 Read the handbook excerpt. Then, mark the following statements as true (T) or false (F).

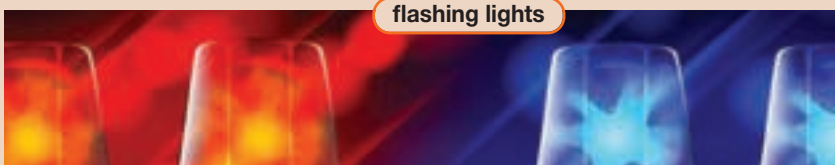
- 1 \_\_\_ The fire station alerting system relies on GPS.
- 2 \_\_\_ Sirens and flashing lights are required if a crew exceeds the speed limit.
- 3 \_\_\_ A size-up should be delivered by a higher ranking official from an MSV.

## Vocabulary

3 Match the words or phrases (1-9) with the definitions (A-I).

- 1 \_\_\_ intersection
- 2 \_\_\_ flashing light
- 3 \_\_\_ siren
- 4 \_\_\_ speed limit
- 5 \_\_\_ deployment plan
- 6 \_\_\_ predetermined
- 7 \_\_\_ address
- 8 \_\_\_ apparatus
- 9 \_\_\_ MSV

- A a vehicle that serves as a communications center
- B a planned response for specific incidents and specific locations
- C a point at which two or more streets cross
- D a vehicle designed to transport firefighters and emergency response tools
- E the fastest speed allowed on a street
- F selected before an event occurs
- G a device on an apparatus that produces a loud wailing sound
- H a spinning set of different colored lights with reflectors atop an apparatus
- I the street name and street number of a structure



**4** Read the sentence pairs. Choose which word or phrase best fits each blank.

**1 AVL / GPS**

- A The \_\_\_\_\_ determined which responders were closest to the fire.
- B The driver used \_\_\_\_\_ to get the best directions to the fire.

**2 unity of command / size-up**

- A Follow \_\_\_\_\_ and only have one person giving orders.
- B Provide a \_\_\_\_\_ as soon as you reach the fire.

**3 fire station alerting system / traffic control system**

- A A(n) \_\_\_\_\_ will help responders avoid stopping at intersections.
- B The \_\_\_\_\_ notified the fire station of a house fire nearby.

**5** Listen and read the handbook excerpt again. How fast can responders go when on an emergency?

## Listening

**6** Listen to a conversation between a trainee and a firefighter. Choose the correct answers.

- 1 What is the conversation mainly about?
  - A who will be in command at a fire response
  - B how the woman gets the crew to a fire response
  - C what to do when they arrive at a fire response
  - D why the crew was late to a fire response
- 2 What example does the woman describe?
  - A crews not knowing what to do at a fire
  - B getting lost on the way to a fire
  - C hitting a car on the way to a fire
  - D taking command when reaching a fire

**7** Listen again and complete the conversation.

**Firefighter:** Oh, no. I mean, I know the area very well. But we **1** \_\_\_\_\_ the responses, too.

**Trainee:** I see. **2** \_\_\_\_\_.

**Firefighter:** Yeah, the **3** \_\_\_\_\_ provides an address. If the AVL determines we're closest, then our system determines which streets to take.

**Trainee:** I get it now. That **4** \_\_\_\_\_ question.

**Firefighter:** Let's hear it.

**Trainee:** We have a **5** \_\_\_\_\_, right?

**Firefighter:** Right. It can change traffic lights to let us through.

**Trainee:** Well, we have that, plus **6** \_\_\_\_\_. So why do we slow down at each intersection anyway?

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Excuse me, ...? / We have a ..., right?  
Do you ...?*

**Student A:** You are a trainee. Talk to Student B about:

- knowing how to get to an address
- equipment used in responses
- the need for safety procedures

**Student B:** You are a firefighter. Talk to Student A about driving to a fire response.

## Writing

**9** Use the reading passage and conversation from Task 8 to write an email from a firefighter to a trainee. Include: an explanation of how calls are assigned, equipment used while driving to a response, and how decisions are made when multiple units respond.