

# AUSTRALIAN BOOK AND LANGUAGE STUDIO

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Firefighter English is an online educational course for firefighters who want to improve their English communication in a work environment.

Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the four key language components: reading, listening, speaking, and writing.

Firefighter English addresses topics including equipment, hazards, emergency communications, fire suppression, and medical responses.

The course is organised into three levels of difficulty and offers over 400 vocabulary terms and phrases.

Every unit includes a test of reading comprehension, vocabulary, and listening skills, and leads students through written and oral production.

Included Features:

- A variety of realistic reading passages
- Career-specific dialogues
- 45 reading and listening comprehension checks
- Over 400 vocabulary terms and phrases
- Guided speaking and writing exercises
- Complete glossary of terms and phrases

## 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                                                                                               | Expressing confusion       |
| 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                          | Giving an example          |
| 5    | The Department 1        | Article                | battalion, career, chain of command, full-time, fundraising, governing body, municipal, part-time, tax, volunteer                                                                                  | Expressing enthusiasm      |
| 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                   |
| 9    | Tools                   | Poster                 | bolt cutter, carry-all, flat head ax, Halligan, handsaw, hydraulic spreader, irons, power saw, ram, rubbish hook, shovel                                                                           | Theorizing                 |
| 10   | Types of Buildings      | Report                 | apartment, barn, commercial, factory, garage, hotel, house, industrial, office, residential, skyscraper, storey, 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                                                                          | Expressing pleasure        |
| 15   | Safety Procedures 2     | Handbook excerpt       | buddy, checklist, excessive, IMS, life safety, orders, report, retreat, risk management, SOP, take a risk, team                                                                                    | Asking for an explanation  |

## 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       | Employee 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                           | Asking for clarification     |
| 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 problems       |
| 6    | Hoses 1                  | Memo                  | appliance, attack hose, booster hose, coupling, fire hose, flow, hose bed, jacket, liner, nozzle, reel, soft suction hose, supply hose                                                                                | Asking for an explanation    |
| 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 | Clarifying                   |
| 10   | Ladder Safety            | Safety poster         | access, bridging, carry, dismount, elevated, leg lock, load limit, mount, position, raise, stability, victim removal, working length                                                                                  | Asking for information       |
| 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                                                                     | Expressing hesitation        |
| 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              | Making an assumption         |
| 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 work 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                                                                             | Accepting blame              |



## Scope and Sequence

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|------|---------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 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 about necessity      |
| 3    | Structural Fire Suppression     | Report             | backdraft, building material, channel, compromise, contents, duration, flashover, isolate, occupancy, resource, spread, stage, structural integrity, ventilation                                          | Asking about knowledge      |
| 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                                                      | Inquiring                   |
| 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                                | Expressing lack of surprise |
| 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      | Giving advice               |
| 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 | Asking about change         |

## 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?

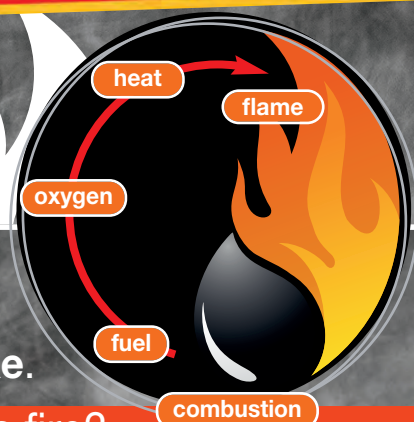
## What is fire?

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 \_\_\_\_\_.



# 1 Fuel Classifications

## Get ready!

- Before you read the passage, talk about these questions.
  - What are some types of fuel?
  - Why is it important for firefighters to know what kind of fuel is burning?

## Know Your Fuel Classifications

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.



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

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



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

- Fuels include gasoline, oil, grease, etc.



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

- Fuels include anything that plugs into an electrical outlet



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

- Fuels include potassium, sodium, aluminum, etc.



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

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



## Vocabulary

- 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

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

## Reading

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

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

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

- 1 Knowing fuel **plastics / classifications** is important for firefighters.
- 2 Since **Class A / Class D** fires burn solids, they usually leave ash behind.
- 3 Forest fires spread quickly since **alloy / wood** is highly flammable.
- 4 Never use water to put out a **Class C / plastic** fire since it conducts electricity.
- 5 Large pieces of **Class B / metal**, such as iron beams, do not usually pose a fire risk.
- 6 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.**

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

**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: \_\_\_\_\_



# Glossary

- ALS unit** [N-COUNT-U6] An **ALS** (advanced life support) **unit** is a company with the training to conduct major emergency medical care.
- apartment** [N-COUNT-U10] An **apartment** is a residential unit designed for one person or family to live in, and exists in a building with other similar units.
- apparatus** [N-COUNT-U6] An **apparatus** is a vehicle that is used for emergency operations, and may carry equipment for fire suppression, search and rescue, or medical response.
- aptitude** [N-UNCOUNT-U3] An **aptitude** is a natural talent or ability for something.
- ARFF unit** [N-COUNT-U6] An **ARFF** (aircraft rescue and firefighting) **unit** is a specialty unit that uses aircraft to conduct fire suppression and rescue operations.
- articulate** [ADJ-U3] If someone is **articulate**, he or she speaks precisely and understandably.
- asphyxiation** [N-UNCOUNT-U13] **Asphyxiation** is the inability to breathe, which can very quickly lead to death.
- attic** [N-COUNT-U11] An **attic** is the story at the top of a building immediately below the roof.
- attitude** [N-UNCOUNT-U14] An **attitude** is the way that someone feels or behaves towards something.
- balcony** [N-COUNT-U11] A **balcony** is an outdoor area on a surface that extends from an upper story of a building.
- barn** [N-COUNT-U10] A **barn** is a structure where animals and farm supplies are kept.
- basement** [N-COUNT-U11] A **basement** is the story at the bottom of a building, below ground level.
- battalion** [N-COUNT-U5] A **battalion** is a division within a fire department that includes multiple companies in a particular area.
- BLS unit** [N-COUNT-U6] A **BLS** (basic life support) **unit** is a company with the training to conduct simple emergency medical care.
- bolt cutters** [N-COUNT-U9] **Bolt cutters** are a handheld tool that can cut through locks, security bars, and other metal objects.
- boot** [N-COUNT-U7] A **boot** is a thick covering worn to protect the feet and lower legs.
- brush fire response unit** [N-COUNT-U6] A **brush fire response unit** is a specialty unit that is equipped to handle ground fires.
- buddy** [N-COUNT-U15] A **buddy** is someone assigned as a partner to someone else so that they can watch each other and ensure each other's safety.
- burn** [N-COUNT-U13] A **burn** is an injury to the skin that is caused from exposure to fire.
- burn** [V-I-U1] To **burn** is the process of being consumed in a fire.
- calm** [ADJ-U3] If someone is **calm**, he or she is not angry or upset.
- career** [ADJ-U5] If a job is a **career**, it is related to the way that a person makes money to live on.
- carry-all** [N-COUNT-U9] A **carry-all** is a large square of sturdy material that is used to move loads of debris, and is usually carried by two people.
- ceiling** [N-COUNT-U11] A **ceiling** is the interior surface at the top of a room.
- chain of command** [N-COUNT-U5] A **chain of command** is the established order in which members of an organization have authority, and usually includes one chief officer at the top and many workers or members at the bottom.
- checklist** [N-COUNT-U15] A **checklist** is a list of actions to be completed or items to be confirmed.
- chemical** [ADJ-U2] If something is **chemical**, it is related to the interaction of different substances.
- coat** [N-COUNT-U7] A **coat** is an article of clothing worn to protect the arms and upper body.
- combination unit** [N-COUNT-U6] A **combination unit** is a company that performs the duties of multiple types of companies, such as both engine and truck.
- combustion** [N-UNCOUNT-U1] **Combustion** is a chemical reaction that occurs when heat, oxygen, and a fuel are combined, producing fire.
- commercial** [ADJ-U10] If something is **commercial**, it is related to the places where people conduct business.
- company** [N-COUNT-U6] A **company** is a division within a fire battalion that includes a team of firefighters assigned to a particular apparatus and function, under the command of a company officer.