

FIRST RESPONSE

Technical English for EMS



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FIRST RESPONSE

Technical English for EMS



Sara Ortells Badenes

FIRST RESPONSE : Technical English for EMS

Book Presentation: Learning English through the daily work of an EMT

This book is designed to help students of Emergency Medical Services (TES) develop professional English skills directly connected to their future workplace. English is presented as a **practical working tool** used in real emergency situations, not as an abstract academic subject.

For this reason, the structure of the book follows the real sequence of an EMT's working day: from the moment the technician arrives at the base and prepares the ambulance, to the final patient handover and end of the shift.

A book structured around the EMT workflow

Each unit represents a key phase of the EMT's daily activity:

- starting the shift and checking the ambulance,
- receiving and managing a dispatch call,
- arriving at the scene and ensuring safety,
- assessing and treating the patient,
- coordinating with other professionals,
- completing documentation and handing over the patient.

This chronological structure helps students understand when, why and how English is used in their professional context. Vocabulary and communication tasks are introduced at the moment they are needed, making learning meaningful, realistic and closely linked to professional identity.

Grammar as a functional professional tool

Grammar in this book is taught from a **functional and applied perspective**. The objective is not to memorise rules, but to use grammatical structures to communicate effectively in real EMS situations.

For example:

- the Present Simple is used to describe routines and standard procedures,
- the Present Continuous is used to express actions in progress during inspections, handovers or emergencies.
- Some grammatical structures appear in more than one unit. This repetition is intentional, as it reflects real professional communication, where the same language tools are reused in different contexts to consolidate learning.
- Grammar is therefore introduced when necessary, reused in new situations, and reinforced through practical tasks.

Learning through professional tasks

Each unit includes contextualised activities and a final professional task aligned with the learning outcomes of the module. These tasks **simulate real EMS situations**, such as completing inspection reports, explaining procedures or performing handovers.

This task-based approach allows students to apply language in context, gain confidence and understand English as an essential part of their future profession.

FIRST RESPONSE: Technical English for EMS prepares students to communicate effectively in real emergency medical environments by integrating language learning with the day-to-day reality of the EMT profession.

FIRST RESPONSE : Technical English for EMS

Unit	Professional focus	Vocabulary	Grammar
Unit 1	Starting the shift and ambulance preparation	Types of ambulances. Ambulance parts. Basic equipment and supplies. Vehicle inspection and handover vocabulary.	Present Simple for routines and standard procedures. Present Continuous for actions in progress (inspection, handover, restocking). Contrast: habitual actions vs actions happening now. Basic use of There is / There are.
Unit 2	Communication with dispatch	Dispatch and radio language. NATO Phonetic Alphabet. Numbers, addresses and military time.	Question forms (Present Simple & Present Continuous). Short answers in professional communication. Time markers (now, currently, at the moment).
Unit 3	Scene safety and initial assessment	Hazards, PPE, scene size-up and ABC terminology.	Imperatives for instructions and safety commands. Present Continuous for on-scene actions.
Unit 4	Equipment and medical supplies	Trauma bag contents. Oxygen systems. Consumables and inventory language.	Countable and uncountable nouns. Quantifiers (some, any, much, many). There is / There are (affirmative, negative and questions).
Unit 5	Patient assessment and vital signs	Anatomy, anatomical directions, vital signs, assessment scales (SAMPLE, OPQRST).	Wh-questions for patient assessment. Present Continuous for symptoms and current conditions. Review of Present Simple in clinical routines.
Unit 6	Life-saving procedures	CPR, AED, airway management and trauma care vocabulary.	Sequence adverbs (first, then, after that, finally). Imperatives in emergency procedures.
Unit 7	Medical and special emergencies	Stroke, heart attack, diabetes. Special populations and empathy vocabulary.	Modal verbs (must, might, should, can't). Giving advice and expressing clinical suspicion.
Unit 8	Tele-emergency and digital systems	Telemedicine, EMS apps, tablets, GPS and ICT vocabulary.	Future forms (going to, will) for instructions and planning. Zero and First Conditionals for protocols.
Unit 9	Mass casualty incidents and handover	Triage systems, PCR and hospital handover terminology (MIST / SBAR).	Past Simple for incident narration. Time connectors (when, while, after). Global review of key structures of the course.

UNIT 1

Starting the Shift: The Ambulance

What does the EMS team need to check before leaving the station?

Every EMS shift begins before the first emergency call.

Technicians prepare the ambulance, check the equipment and make sure everything is in place and ready. These routines are part of professional responsibility and help ensure a fast, safe and effective response.



A DAY IN THE LIFE OF A TECHNICIAN

My name is Katy, and I am a Technician (TES) at a busy emergency base. My shift always starts at 08:00 AM, but I usually arrive ten minutes early for the shift handover.

When I arrive, I meet Sarah, the technician from the night shift. We have a quick meeting to discuss the vehicle's status. "Hi Katy," Sarah says. "The ambulance is perfect, but the fuel level is a bit low. Also, remember that the loading ramp was a bit stiff yesterday, but it works fine now."

Then, I meet my partner, Mike. Before we receive our first call from the dispatcher, we must complete the daily checklist. This is the most important step of our routine because a small problem can become a big emergency later.



Mike stays in the cab to test the engine, the siren, and the lightbar. Meanwhile, I go to the patient compartment. I check the stretcher to ensure it moves smoothly and I inspect the oxygen outlets. We also verify the medical kits and spare parts.

"Everything is ready, Katy! The oxygen is full and the tyres are okay," Mike shouts. We sign the inspection report and wait. Five minutes later, the radio rings. It is our first emergency call. It's time to go!

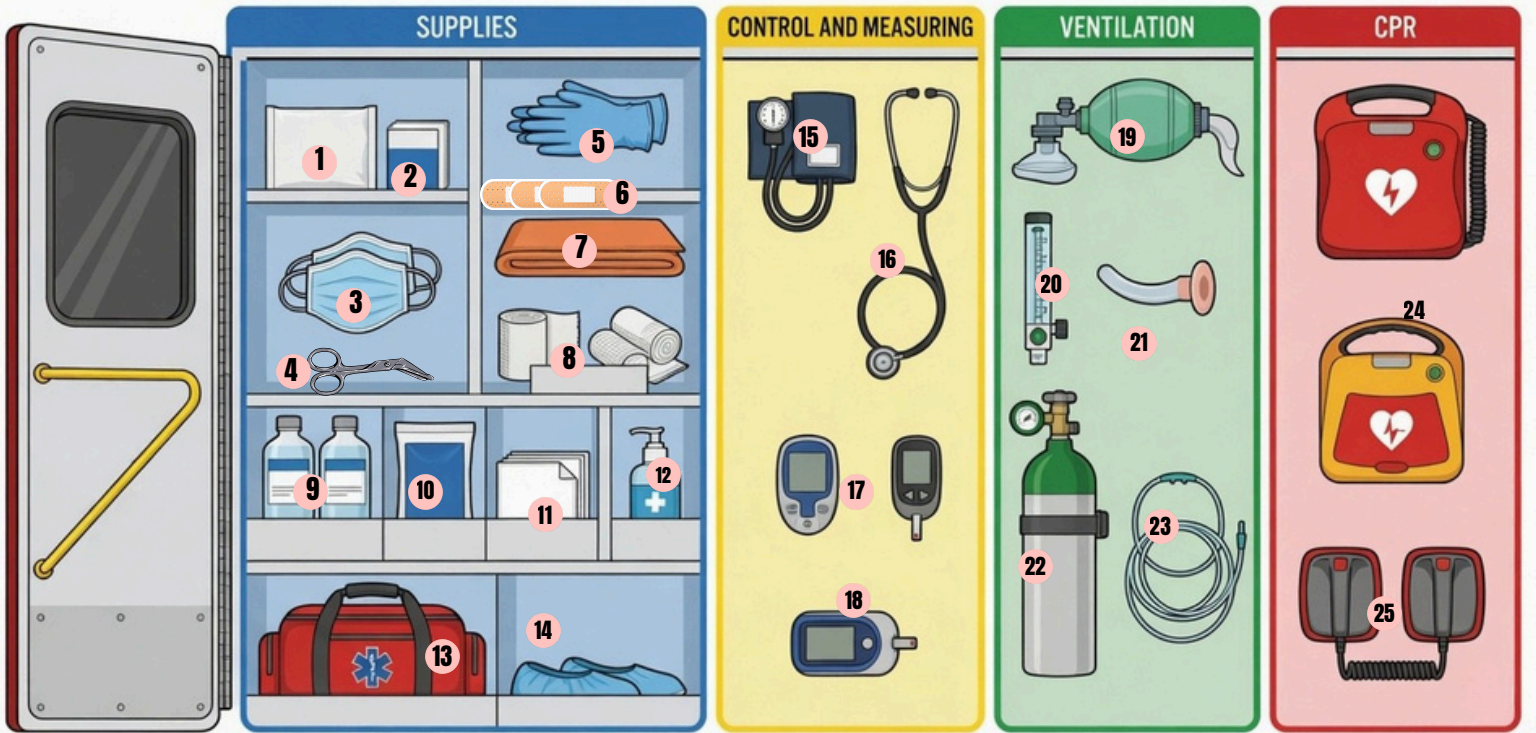
Activity 1. Look at the text again and find the correct technical term for these definitions:

1. The visual warning system with blue lights on the roof: _____.
2. The place where the driver sits to operate the vehicle: _____.
3. The meeting where one team leaves and another team starts: _____.
4. The part of the ambulance where the technician treats the patient: _____.
5. The circular rubber parts of the wheels that need checking: _____.
6. The equipment used to move the patient into the ambulance: _____.

Activity 2. Match the technical term with its correct definition.

- | | | |
|-----------------|-------|-----------------------------------------------------------------------|
| 1. Sling | _____ | A. A fixed holder or device used for connecting or securing elements. |
| 2. Pocket hitch | _____ | B. A band hanging from the neck to immobilize an injured arm. |
| 3. Strap | _____ | C. A narrow piece of strong material used for fastening equipment. |
| 4. Engine oil | _____ | D. The liquid that lubricates the motor to function properly. |
| 5. Brake lights | _____ | E. The red lamps at the rear that indicate when the vehicle stops. |

AMBULANCE PATIENT COMPARTMENT STANDARD EQUIPMENT REFERENCE GUIDE



Activity 3. Look at the infographic "Ambulance Patient Compartment Materials" and match the technical terms below with the correct numbers (1-25).

- | | | |
|-------------------------|----------------------------------|----------------------------------------------|
| Sterilised gloves _____ | Cold packs _____ | Oropharyngeal airway (OPA) _____ |
| Surgical masks _____ | Saline solution _____ | Glucometer _____ |
| Hand cleanser _____ | sphygmomanometer (BP cuff) _____ | Pulse oximeter _____ |
| Shoe covers _____ | Bag valve mask (BVM) _____ | Flowmeter _____ |
| Antiseptic wipes _____ | stethoscope _____ | Nasal cannula _____ |
| Survival blankets _____ | Oxygen cylinder _____ | Automated external defibrillator (AED) _____ |
| Plasters _____ | Medical tape _____ | Defibrillator pads _____ |
| Gauze pads _____ | Elastic bandages _____ | Scissors _____ |
| | | EMT Bag _____ |

Activity 4. Read this dialogue with your partner using the items from the infographic:

The Morning Inventory

It is 8:00 AM. Technician A has the checklist. Technician B is checking the shelves in the ambulance.

- Technician A: Good morning! Let's check the Supplies section. Do we have the sterilised gloves?
- Technician B: Yes, they are here. It's number 1 in the infographic.
- Technician A: Great. Is the glucometer in the Control section?
- Technician B: Yes, but we need a new battery.
- Technician A: Noted. Check the CPR area, please. Is the defibrillator ready?
- Technician B: Ready for service!

2. Now, work with your partner and create a dialogue. You must include at least three items. Ideas:

- Scenario A (The Missing Item): You realize you are out of saline solution or gauze.
- Scenario B (The Emergency): You are preparing for a patient with breathing problems.





How many different types of ambulances do you know?

AMBULANCES AND EMERGENCY TRANSPORT

◆ What is an Ambulance?

An ambulance is a specially equipped vehicle used to transport sick or injured people to and from hospitals or medical facilities. However, an ambulance does more than transport patients. It also provides prehospital medical care.

For this reason, an ambulance is often described as a moving hospital. Inside the vehicle, emergency medical technicians can monitor the patient, give basic treatment and keep the patient stable until arrival at the hospital.

◆ Emergency and Non-Urgent Ambulances

Most people recognise an ambulance by its flashing emergency lights and siren. These ambulances respond to urgent situations and provide emergency care to patients with acute medical problems.

However, not all ambulances are used in emergencies. Some vehicles are designed for non-urgent transport, for example when patients need to go to dialysis centres, rehabilitation centres or scheduled hospital appointments.

◆ Different Types of Ambulances

Ambulances can be based on many different vehicles, depending on the situation and the environment. These include:

- road ambulances (cars, vans, buses, trucks),
- air ambulances (helicopters and fixed-wing aircraft),
- water ambulances (boats and hospital ships),
- and, in special cases, vehicles such as motorbikes, all-terrain vehicles or bicycles.

◆ Ground, Air and Water Ambulances

The ground ambulance (also called road ambulance) is the most common type. It is designed to move quickly on the road and is fully equipped with medical equipment and supplies to keep the patient stable during transport.

The air ambulance is much faster and is mainly used to transport patients from rural or remote areas to major hospitals. It is also used when patients need to be transferred to specialist medical centres.

The water ambulance is used in coastal areas or at sea to assist people who have been in the water for long periods and may be suffering from exhaustion or other medical problems.

◆ Emergency Ambulances in Spain

Emergency ambulances are classified according to the level of care, the equipment and the medical staff on board. In Spain, the main types are:

- Basic Life Support (BLS / SVB) ambulances, staffed by two Emergency Medical Technicians (EMT).
- Intermediate Life Support (ILS / SVI / SVE) ambulances, staffed by one or two EMTs and a nurse.
- Advanced Life Support (ALS / SVA / UVI móvil) ambulances, staffed by one or two EMTs, a nurse and a doctor.

These ambulances are equipped for advanced treatment and monitoring of critically ill or injured patients.

The exact requirements may vary depending on regional regulations.

Activity 5. Read the text and underline the words you don't understand. Select 3 of these terms, find the meaning and write 3 sentences with them.

1. _____
2. _____
3. _____

Activity 6. Decide if the following statements are True (T) or False (F) according to the text.

1. Ambulances are only used to transport patients to the hospital. ____
2. All ambulances use sirens and flashing lights to respond to emergencies. ____
3. Ground ambulances are the most common type. ____
4. In Spain, a Basic Life Support (BLS/SVB) ambulance must have a doctor on board. ____
5. Air ambulances are faster than road ambulances and are used for remote areas. ____

Activity 7: Match the words from the text (1-5) with their correct definitions (A-E):

- | | |
|---------------|--------------------------------------------------------------|
| 1. Transport | (A) Situations that are urgent and require immediate action. |
| 2. Stable | (B) A condition that is serious and develops quickly. |
| 3. Emergency | (C) To take people or things from one place to another. |
| 4. Acute | (D) Not used for urgent situations; scheduled appointments. |
| 5. Non-urgent | (E) In a controlled condition, not getting worse. |

Activity 8. Acronyms & Abbreviations. What do these acronyms stand for? Write the full name in English and its Spanish equivalent.

1. BLS: _____ / (ES: _____)
2. EMT: _____ / (ES: _____)
3. ILS: _____ / (ES: _____)
4. ALS: _____ / (ES: _____)

Activity 9. Look back at the "Emergency Ambulances in Spain" section. Choose one type of ambulance (BLS, ILS, or ALS) and explain to your classmate why you chose that. You can research information beforehand if you need it to support your arguments.



Useful Language:

I prefer the [BLS/ILS/ALS] ambulance because...
 My dream is to work in...
 I think that... is very exciting/challenging.
 I like working with...
 In my opinion, the [staff/equipment] in...



Activity 10. Listen to the conversation between Katy and Mike. Tick (✓) the items they have and write "MISSING" for the items they need to find.

- Sterilised gloves: _____
- Survival blankets: _____
- Blood pressure meter: _____
- Pulse oximeter: _____
- Glucometer: _____
- Saline solution: _____



Activity 11. Listen again and complete the text.

"Mike, we have enough _____, but we only have one _____ blanket left. We need to go to the warehouse to get more _____ solution and a new _____ because the battery in this one is dead."

Activity 12. Fill the gaps with the most suitable word from the box:

stretcher — lightbar — fuel level — tyres — shift handover — brake lights

- a. Katy arrives early to the base to complete the _____ with the night team.
- b. Mike stands behind the ambulance to check if the _____ shine brightly when he presses the pedal.
- c. We must inspect the _____ for any punctures or low air pressure before driving.
- d. It is important to check the _____; we cannot go to an emergency with an empty tank.
- e. After the inspection, the technician prepares the _____ in the patient compartment.
- f. The blue _____ must be active during the transport of a critical patient.

Activity 13. Find the words.

Y	D	E	F	I	B	R	I	L	L	A	T	O	R
P	L	A	S	T	E	R	S	G	I	J	J	G	U
J	S	H	G	I	Q	B	A	N	D	A	G	E	S
G	T	P	O	C	K	E	T	H	I	T	C	H	M
W	R	V	S	P	J	R	F	V	E	Z	R	A	D
P	E	N	G	J	A	M	B	U	L	A	N	C	E
S	T	E	T	H	O	S	C	O	P	E	M	Q	P
S	C	G	G	D	I	L	I	G	H	T	B	A	R
L	H	L	W	U	H	Y	O	U	T	S	Q	A	Z
I	E	O	B	R	A	K	E	L	I	G	T	H	S
N	R	V	J	G	Z	V	K	U	X	I	T	E	Y
G	Q	E	Q	G	L	U	C	O	M	E	T	E	R
K	A	S	O	P	H	Z	S	T	R	A	P	M	C
S	P	H	Y	G	M	O	M	A	N	O	M	E	T



(+info: Vocabulary Appendix)

- | | |
|----------------------|-------------------------|
| Ambulance | Pocket hitch |
| Bandages | Sling |
| Brake light | Sphygmomanometer |
| Defibrillator | Stethoscope |
| Gloves | Strap |
| Glucometer | Lightbar |
| Plasters | stretcher |



THE SHIFT HANDOVER REPORT

AMBULANCE SHIFT START & END CHECKLIST			
AMBULANCE N°: [_____]		CREW MEMBERS: [_____]	
		EMTs: [_____] / [_____]	
SECTION / ITEM	SHIFT START CHECK (Incoming Crew)	SHIFT END CHECK (Outgoing Crew)	STATUS / COMMENTS
I. EXTERIOR & VEHICLE			
Bodywork / Damage	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Emergency Lights	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Siren	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Tires / Pressure	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Fluid Levels (Oil, Coolant)	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
II. DRIVER'S CAB			
Fuel (min. 3/4)	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Radio / Communications	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
GPS / Navigation	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
General Cleaning	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
III. CLINICAL EQUIPMENT (ELECTROMEDICAL)			
Defibrillator (Test, Battery, Pads)	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Suction Unit (Charge, Canister)	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Pulse Oximeter	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Glucometer	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
IV. VENTILATION & SUPPLIES			
Bag Valve Mask (BVM)	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Oxygen (Main/Portable Tanks, Pressure)	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Guedel Airways	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Gloves / PPE	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
V. DOCUMENTATION & REFUELING			
Complete Refueling	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Final Cleaning	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Patient Care Reports (PCRs)	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
Shift Incident Report	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	<input type="checkbox"/> OK <input type="checkbox"/> Missing <input type="checkbox"/> Failed	
SIGNATURES: INCOMING EMT: [_____]		OUTGOING EMT: [_____]	

Activity 14. Look at the "AMBULANCE SHIFT START & END CHECKLIST" infograph. Imagine this is your actual unit. Do you think there is any essential equipment or material missing from this list? In pairs, brainstorm one extra item for Section IV or Section V. Discuss your idea with the class.

Activity 15. Read the technical note that a colleague left on the dashboard. He had to restock some items and report a failure.

Hi Sarah. Just to inform you that there is a problem with the defibrillator battery. I tested it this morning, but it fails the autotest. We are now using the spare unit. Also, please check the shelves; there are some kits missing from Section IV. Have a safe shift! - Mike.

THERE IS / THERE ARE

1. THERE IS:

A) Single Countable Noun (Singular)



✓ There is an OXYGEN TANK. ✗ There isn't an OXYGEN TANK. -

? Is there an OXYGEN TANK? - Yes, there is. / No, there isn't.

B) Uncountable Noun



✓ There is some BLOOD. ✗ There isn't any BLOOD. ? Is there any BLOOD?

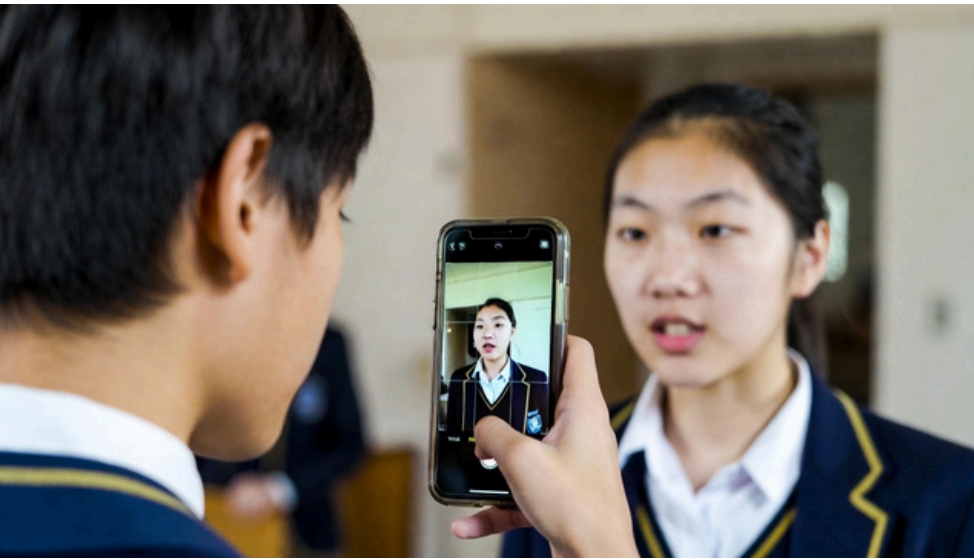
2. THERE ARE:



✓ There are some PPE GLOVES. - There aren't any PPE GLOVES.

? Are there any PPE GLOVES? ? Yes, there are. / No, there aren't.

Activity 16. Consult the Vocabulary Appendix to identify and describe the items commonly found inside an ambulance. Practise using There is and There are to list the materials, and take turns asking your partner questions to reinforce negative forms and interrogative structures.



**NOW,
IT'S OUR TURN!**



PROJECT DESCRIPTION

PHASE 1: THE CHECKLIST DESIGN

Task: Work in pairs. Design your own customized Ambulance Checklist Sheet.

- Structure: Divide your document into professional sections (e.g., Vehicle Exterior, Driver's Cab, Clinical Equipment, Airway Supplies).
- Inventory: List at least 10 essential items from the Vocabulary Appendix.
- Scenario: Mark at least four items in RED to indicate they are either FAILED (malfunctioning) or MISSING (out of stock).

PHASE 2: THE WRITTEN REPORT

Task: Based on your checklist, write a Technical Handover Note (40-60 words) for the next crew.

- Grammar: Use there is / there are to describe the status.
- Current Actions: Use Present Continuous to explain what you are doing right now (e.g., "I am restocking the Guedel kits").

PHASE 3: THE VERBAL HANDOVER (SCRIPT & VIDEO)

Task: Record a 2-3 minutes video of the verbal handover between the Outgoing EMT and the Incoming EMT.

- Dialogue: Use the Useful Expressions provided.
- Apps: You can use free apps like CapCut, VN Video Editor, or InShot to add a professional touch or radio sound effects.

Useful expressions

Starting the Handover	Reporting Problems	Confirming Actions
<i>Ready to pass on the report.</i>	<i>There is a problem with...</i>	<i>I am restocking the... now.</i>
<i>Just finishing the handover.</i>	<i>It failed the autotest.</i>	<i>I am checking the battery.</i>
<i>The unit is operational, but...</i>	<i>There are no... remaining.</i>	<i>Copy that. Have a safe shift!</i>



PRESENT SIMPLE AND PRESENT CONTINUOUS

PRESENT SIMPLE

- Affirmative: Subject + verb + complement
**3rd person singular +-s/es
I work as an EMT / She work**S** as an EMT
- Negative: Subject + do/does + not + verb + complement
You don't work as an EMT / Peter doesn't work as an EMT
- Question: Do/does + Subject + verb + complement?
Do they work as EMTs? / Does Anne work as an EMT?



(+info: Grammar Appendix)

PRESENT CONTINUOUS

- Affirmative: Subject + To Be + Verb+ing + complement
**To Be: am/are/is
I am working as an EMT / She is working as an EMT now.
- Negative: Subject + To Be + not + verb+ing + complement
You aren't working as an EMT / Peter isn't working as an EMT.
- Question: To Be + Subject + verb+ing + complement?
Are they working as EMTs? / Is Anne working as an EMT?

Activity 14. Complete the sentences with the correct form of the verb in brackets.

1. The EMT _____ the ambulance after every call. (clean)
2. I _____ the status report to the supervisor at 8:00 AM. (send)
3. They _____ the oxygen cylinders every morning. (refill)
4. Mark _____ the emergency vehicle very safely. (drive)
5. We _____ the inventory checklist together. (complete)

Activity 15. Make sentences or questions in the present simple using the words provided. Look at the symbols (+ / - / ?) for help.

1. (+) He / wear / the correct safety vest. _____
2. (-) We / not / use / this type of stretcher. _____
3. (?) (You) / clean / the Ambu bag after use? _____
4. (?) (The doctor) / stay / at the base during the night? _____
5. (-) They / not / work / on weekends. _____
6. (?) (The new EMT) / know / the hospital protocols? _____

Activity 16. Complete the sentences with the Present Continuous form of the verbs in brackets. Imagine you are in the middle of an emergency call.

1. My partner _____ the patient to the ambulance. (transfer)
2. The patient _____ well. (not/breathe)
3. I _____ the vital signs at the moment. (monitor)
4. _____ the doctor _____ instructions to the nurse? (give)
5. Look! The fire brigade _____ now. (arrive)
6. We _____ a lot of blood, we need pressure. (see)

Activity 17. Read the text and complete the gaps using the Present Simple or the Present Continuous of the verbs in brackets.

Every morning, my partner and I (1) _____ (start) our shift at 8:00 AM. We usually (2) _____ (check) the ambulance and the clinical equipment first. My partner always (3) _____ (inspect) the oxygen cylinders while I (4) _____ (verify) the sterile supplies.

But today is different. Right now, we (5) _____ (respond) to a high-priority emergency. We (6) _____ (drive) with the siren and emergency lights on. At this moment, I (7) _____ (talk) to the Dispatch Center on the radio.

"We (8) _____ (arrive) at the scene now," I tell them. I can see the patient. He (9) _____ (lie) on the ground.